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ABSTRACT

During the 1991-92 academic year, the Long-Range Planning Committee at Holyoke Community College (HCC) completed an in-depth review of national, regional, and local trends likely to affect the composition of the study body and the need for programs and services provided by the college. In addition, the Committee identified internal trends and conditions that could affect the College's ability to respond to changing community needs. During fall 1992, the Committee reviewed HCC's mission statement, using guidelines provided by the Massachusetts Higher Education Coordinating Council. The Committee then reviewed and synthesized area and team plans, identifying nine major college goals: (1) respond to the growing demand from students seeking access to associate degree programs and noncredit instruction; (2) increase retention and completion rates of traditional and nontraditional students; (3) enhance learning by using new instructional systems, methods, and technologies; (4) offer a comprehensive and varied curricula, and improve program and course quality and currency; (5) attract and serve a diverse student population and enable all students to develop a greater knowledge and appreciation of diversity; (6) acquire and manage the human and fiscal resources of the college to ensure their effectiveness and innovative use in carrying out HCC's mission; (7) maintain the quality of the physical plant; (8) strengthen relations with the community; and (9) improve institutional assessment. Statistics on HCC students and the documents used for the planning process are included. (ECC)

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ED 368 425

Long-Range Plan

Phase I
1992-1997

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HOLYOKE
COMMUNITY COLLEGE

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THE PLANNING PROCESS

The Long-Range Planning Committee is one of the standing committees of the College's Faculty Senate. The committee is charged with the responsibility of developing and monitoring the collegewide long-range plan. To inform this process, the committee also provides direction to divisional and administrative planning team efforts which provide valuable information used in the development of the collegewide plan. The committee meets bi-weekly during the academic year to carry out its work.

The College's planning process is designed to encourage campuswide participation. The committee is composed of six administrators, six faculty members, and two members of the professional staff. Five administrators are appointed by the President, and one division chair is elected by his or her colleagues. Each academic division elects a representative to serve on the committee. Representatives from the Learning Resources Center and Student Development are also elected. The members serve for three years and may be re-elected. Current members of the Long-Range Planning Committee are provided in Appendix A. Divisional representation enables the committee to elicit ideas and comments from the entire professional staff since the planning committee member reports to the division at is regular monthly meeting.

During the 1991-92 academic year, the Long-Range Planning Committee completed an in-depth review of national, regional and local trends likely to affect the need for programs and services provided by the College and the composition of the student population to be served. The committee identified internal trends and conditions which could affect the College's ability to respond to changing community needs. The committee identified five major critical planning issues facing the College and discussed these issues with the broader college community at an open hearing held at the College on November 13, 1991. On January 22, 1992, the committee conducted a day-long planning workshop designed to provide faculty and staff with an opportunity to share perspectives on major planning issues facing the College and to establish a planning framework and process for individual planning teams to use in developing their individual unit plans for 17 areas of the College. These team plans, completed in April of 1992, were used in the development of area plans for Administration,

Academic Affairs, Student Development, Institutional Development and the Division of Continuing Education. All plans were submitted to the Long-Range Planning Committee as input into a collegewide long-range plan. Appendix B provides an example of the process and forms used to facilitate the planning process. In April 1992 as well, the Board of Trustees held a day-long retreat for the purpose of reviewing the College's current efforts to recruit and retain minority students and to develop a long-range plan for diversity. Goals and objectives identified by the Trustees were also provided to the Long-Range Planning Committee as input into its deliberations on the issues of diversity, which was one of the five critical issues addressed in individual division plans.

During the fall semester of 1992-93 academic year, the committee began by reviewing the College's mission statement, using guidelines provided by the Commonwealth of Massachusetts Higher Education Coordinating Council. The committee then reviewed and synthesized area and team plans, identifying nine major goals which are addressed in Phase One of the collegewide plan. Phase One is not intended to be an implementation plan, although detailed objectives and strategies are included to provide an understanding of the kinds of activities envisioned in Phase Two of the plan which will include narrative and time lines to establish a framework for implementation.

CHAPTER I
PLANNING ENVIRONMENT

EXTERNAL AND INTERNAL PLANNING ENVIRONMENT

Holyoke Community College's plans for the future must be guided by a thorough understanding of local, regional and national trends which are likely to shape the mission and priorities of the College during the coming decade. As a publicly supported, commuter college serving over 50 cities and towns in the Pioneer Valley, our ability to respond to emerging local and regional needs is of paramount concern. There are important global and national trends which will impact the social and economic fabric of the College's service area. These external factors have a powerful influence upon the nature and needs of the population Holyoke Community College serves, upon the economic and social life of the region and ultimately upon the mix of programs and services offered by the College. The long-range plan must identify salient trends and position the College to respond effectively to environmental change in a manner consistent with the community college segmental and institutional mission.

The Long-Range Planning Committee, with the active participation of 17 campus planning teams, completed a comprehensive scan of external and internal trends that will impact the College's mission, students, programs, services and resources over the next five years. Several major external environmental trends were identified and these are outlined below.

EXTERNAL ENVIRONMENTAL FACTORS

FACTOR #1: GROWING DEMOGRAPHIC HETEROGENEITY WILL REINFORCE THE SOCIETAL TREND OF GREATER AWARENESS, ACCEPTANCE AND APPRECIATION OF DIFFERENCES IN RACIAL AND ETHNIC BACKGROUND, ABLENESS, LANGUAGE, CULTURE, AND SEXUAL ORIENTATION.

A. Educational institutions will be called upon to play a leading role in creating a welcoming and supportive climate in which individuals of diverse backgrounds and capabilities can flourish and can learn to respect each other's differences.

B. Business, industry and government with an increasingly diverse work force and growing international interests and economic ties will value individuals with sufficient communication skills and knowledge of other languages and cultures to function effectively as part of a diverse work force.

C. Increasing numbers of "differently abled" students will seek entrance into college and the work force. Legal entitlements, adaptive technology, changing expectations and 18 years of Chapter 766 services are expanding postsecondary opportunities for individuals with physical, emotional and learning impairments.

FACTOR #2: THE POPULATION WITHIN THE COLLEGE'S SERVICE AREA WILL CONTINUE TO BECOME MORE DIVERSE.

A. Racial and ethnic minorities were the fastest growing segments of the population in the region during the last decade and this trend will continue during the next five years. See Appendix C for the percent of population by race/ethnicity in top draw cities and towns.

1. The City of Holyoke will continue to have one of the largest and fastest growing concentrations of Hispanics in the Commonwealth.

2. The college participation rates of Hispanics in the region will increase during the next five years narrowing the existing gap in college-going rates between Hispanics and other racial and ethnic groups.

3. At least 35% of Holyoke school age children will come from a home with a spoken language other than English and nearly half of these children will come from a home where English is "not spoken very well."

4. More than 40% of the City of Springfield's population will be minority by the year 2000.

B. The region served by the College will continue to have a relatively large and growing elderly population.

1. Cities of Holyoke and Springfield will continue have a high concentration of elderly.

2. Increase demand for health care programs and services to support wellness as well as long-term care including day care services, home care, life care facilities and full service senior citizen centers.

C. The region will have a growing number of families and individuals below the poverty line and mean household income will vary greatly by area and race and ethnicity as shown in Appendix D.

1. Urban and rural areas in the region will continue to lose population and have an increasing percentage of their population with income below the federal poverty line.

2. Low educational attainment will restrict access to better paying jobs for a significant portion of the population.

D. Students enrolling in the College will continue to come from a wide range of ages.

1. After 1994, the number of 20-24 year olds in the region will begin to increase and this traditional college-bound age cohort will rebound to 1987 levels by the year 2004.

2. Although the Hispanic population in this age cohort has experienced unprecedented growth, its college-going rates has historically been relatively low.

3. Older students 25 years of age and above, such as women who interrupted their education during early childbearing years or dislocated workers seeking to acquire new skills, will account for a third of the College's graduates.

E. Students with a broad range of academic preparedness will enroll in the College.

1. Honors students, transfer students and older BA graduates re-directing careers will come to the College with a high level of academic preparedness.

2. Many high school diplomaed students admitted to the College will continue to require substantial remediation for success in college.

3. Underprepared students will continue to require remediation in English, mathematics, critical thinking and scientific methodology to provide meaningful access to college-level programs.

4. There will be increased demand for expanded partnerships between public schools and postsecondary institutions to improve basic skills and literacy education to provide a more cost-effective approach to remediation in the longer run.

FACTOR #3: ECONOMIC UNCERTAINTY WILL REMAIN AT A HIGH LEVEL. GROWING GLOBAL ECONOMIC COMPETITION WILL CONTINUE TO PRODUCE NATIONAL AND REGIONAL ECONOMIC RESTRUCTURING.

A. Eighty percent of new jobs will require postsecondary education.

1. Job market access will vary by educational attainment.

2. The polarization between the underclass and the privileged and the absence of career ladders for those lacking a postsecondary education, make the mission of the community college more crucial than ever before.

3. Shortages in adequately trained young adults will focus increasing attention and resources on the inadequately or minimally trained high school drop out and high school graduate without vocational training or further postsecondary education.

B. Economic growth will be slow and uncertain nationally and regionally. The region's economy is not strong and there are no lead industries to aid in recovery of lost jobs. Renewed growth will come slowly and will be primarily dependent upon national and global economic factors beyond our control.

1. Continued economic growth must take place within an economy shifting from one based upon traditional manufacturing industries to one dependent upon information-based and service industries.

2. An educated work force will continue to be the region's greatest asset.

3. Managerial, technology-based administrative and secretarial support, health related, legal services and precision production and repair occupations will offer most employment opportunities in the region.

4. Governmental policy decisions will impact several occupational areas such as health related and child care.

C. Industrial restructuring, technological change, and work place reorganizations will put a premium on flexibility in the work place and require effective and efficient ongoing retraining of existing employees.

1. A continuous educational ladder with direct articulation at all levels will become increasingly essential.

2. Pressures to increase productivity will mean greater emphasis on high performance requiring a work force adept at problem solving, trained in a broader range of skills, capable of carrying out delegated responsibility, and experienced in giving constructive feedback to management.

3. The need to retrain employees and dislocated workers will create a growing demand for continuing education.

D. Defense cut-backs will increase unemployment in targeted areas and industries.

FACTOR #4 : THE NATIONAL DEFICIT AND SLOW GROWTH OF STATE REVENUES WILL CONTINUE TO CONSTRAIN FUNDING FOR HIGHER EDUCATION.

A. Greater emphasis on high performance, cost reduction and outcome assessment will impact higher education as well as the work place.

1. Federal, state and private funding for education programs will be linked more closely to performance and measures of outcomes.

2. The economic justifications for the support of education will remain paramount.

3. The need for dislocated worker training will increase and contract education is likely to expand over the next decade.

4. Changes in state and federal regulations in many areas including welfare, health and safety, financial aid will require a proactive stance by the College to minimize potential negative impact on access and the rising cost of education.

B. To the extent that federal grant funds are available, they are likely to be targeted and may not always be central to the mission of the College.

1. Federal and state funding is likely to be targeted to specific job training linked to economic development, to the needy and to other initiatives deemed in the national or state interest.

2. Changing state and federal regulations will require continuing adjustments by the College increasing costs and reducing flexibility.

3. The College will have to become more entrepreneurial and cultivate more private support than in the past. Public grant funding to increase the overall strength of the institution will be scarce and fiercely competitive.

C. Competition for scarce public dollars will require a greater commitment of time and energy from the College. Aggressive education of the legislature, executive branch and the general public about the value of public higher education will be essential.

D. Trends toward "privatization" will challenge some traditional concepts of public sector responsibilities for the provision of access to education.

E. Rising costs of tuition and fees at four-year institutions, increasing reliance on loans vs. grants and constraints on aid available to lower-middle income students will increase the demand for cost/effective community college transfer programs.

F. Increasing cost of attendance at community colleges will require students to pay a greater share of the cost of their education and will increase the need

greater and more flexible financial aid in order to maintain access for low income students.

FACTOR #5: THE SCOPE AND PACE OF TECHNOLOGICAL INNOVATION WILL CONTINUE TO TRANSFORM ALL FACETS OF OUR LIVES.

A. Increasing automation and rapid technological change will increase the demand for retraining and upgrading of skills.

1. Business and industry will seek the most cost effective means of obtaining technologically literate and skilled employees.

2. Employees will need to have basic and technical skills and experience required to succeed in a rapidly changing and technologically advanced work place.

3. There will be an increased demand for retraining and upgrading of skills from dislocated and currently employed workers seeking to keep abreast of the latest technological applications in the work place.

B. The accelerating pace of information and knowledge transfer will require the ability to assess, analyze and use information to fully participate in modern society.

1. Learning how to learn through acquiring a solid foundation of basic reading, writing, computational and critical thinking skills will be essential.

2. Mathematics and computer skills will be as essential a competency for the manipulation and analysis of information and data as other more traditional forms of literacy in our society today.

C. Tech prep/associate degree programs will become an important alternative to college prep or traditional vocational education programs for general education high school students who are often now the "forgotten half" of students enrolled in high school.

1. There will be an increased emphasis on a foundation of applied academics, courses that incorporate real-life applications and hands-on experience in the teaching of academic subjects in these programs.

2. There will be increased demand for (2+2) tech prep/associate degree programs to enable high school students to gain competencies (knowledge, skills and values) required for technical careers.

D. Technological advances will expand teaching and learning environments.

1. CAI, interactive video and electronic classrooms will become an integral part of the curriculum.

2. Augmentative devices and specialized software for the differently abled and learning disabled will reduce barriers to learning and facilitate communication.

3. Satellite conferencing and distance learning opportunities will reduce geographic barriers to teaching and learning.

4. Networked personal computer access to library and other resources will revolutionize access to information.

INTERNAL TRENDS

FACTOR #1: THE COLLEGE WILL CONTINUE TO EXPERIENCE A GROWTH IN ENROLLMENT AS AN INCREASING NUMBER OF TRADITIONAL AND NONTRADITIONAL STUDENTS CHOOSE TO ENROLL IN COMMUNITY COLLEGES.

A. The number of new high school graduates will increase over the next five years.

B. Articulation and dual admissions programs will attract additional transfer-oriented students.

1. Traditional college-oriented students are seeking to reduce the total cost of their education.

2. Dual admissions programs with public and private colleges legitimize the idea that an associate degree is equivalent to the first two years in a four-year degree program.

3. Articulation agreements with other four-year colleges will facilitate the transfer process.

B. An increasing number of unemployed or underemployed adults will enroll in day division programs as well as DCE in order to train or retrain for new careers.

1. Growing interest in certificate programs as a means of quickly acquiring job related skills.

2. Noncredit short-term training programs will be encouraged by an increase in state and federal support for job training initiatives.

3. The College will become more involved in literacy programs in order to serve those who are not prepared for training and retraining programs.

C. Although tuition and fees have increased, community colleges are the least expensive alternative in higher education.

1. Financial aid awards have not keep pace with tuition and fee increases.

2. Many middle income families have felt the impact of the economic recession and are unwilling or unable to afford tuition at residential institutions.

3. Extended tuition payment plans have made tuition/fees more affordable.

4. There will be a growing need for more flexible financial aid programs to serve students who do not meet the criteria for federal programs.

5. Changes in tuition reimbursement plans offered by employers may increase the number of working adults who need financial assistance to enroll in courses or programs.

D. The number and percentage of minority students, particularly Hispanics, enrolled at the College will continue to increase. See Appendix E for Holyoke Community College enrollment by race/ethnicity from 1982-1992.

1. Continued growth in enrollment in ESL courses coupled with an increase in the retention rate of ESL students will result in an increase in the number and percent of Hispanic and other linguistic minority students who enroll in and complete associate degree programs.

2. Increase in the college-going rate for traditional age minority students as a result of tech-prep and other outreach initiatives such as after school programs.

3. More effective outreach efforts as a result of an increase in the number of bilingual staff in admissions related areas.

E. The number and percentage of physically challenged and learning disabled students will continue to increase.

1. More traditional age students with diagnosed disabilities are graduating from high school as a result of services provided through Chapter 766.

2. Demonstrated commitment to providing services for disabled students has enhanced the College's reputation with counselors and community agencies.

FACTOR #2: THE COLLEGE WILL EXPERIENCE SIGNIFICANT CHANGES IN KEY PERSONNEL OVER THE NEXT FIVE YEARS.

A. Many experienced faculty and staff are nearing or have reached eligible age for retirement.

   1. Early retirement incentives may encourage individuals to retire sooner than they planned.

   2. The pressures of the fiscal crisis, coupled with the lack of salary increases, have made retirement an attractive alternative.

B. As funds are restored, the College will begin to fill positions left vacant during the fiscal crisis and create new faculty, staff and clerical positions to support enrollment growth and new initiatives.

   1. The College will make a strong effort to attract and retain minority candidates in order to create a culturally diverse staff.

   2. College salaries are not competitive as a result of four years without increases; consequently the College may find it difficult to recruit and retain qualified faculty and staff.

   3. Experienced part-time faculty who have had long-term relationships with the College will be competing for full-time positions.

   4. Low salary levels may make it increasingly difficult to recruit qualified faculty in specialized fields such as health care and technology.

C. The College will continue to utilize part-time faculty and staff to conserve resources and provide flexibility.

   1. Part-time faculty will also be used as advisors and educational planners in order to meet the needs of a growing student population.

   2. The College will use more part-time professional staff members to support new initiatives and enrollment growth.

FACTOR #3: ENROLLMENT GROWTH, NEW INSTRUCTIONAL METHODS, AND THE DEVELOPMENT OF NEW PROGRAMS AND SERVICES WILL REQUIRE RENOVATIONS IN THE PHYSICAL PLANT.

A. Instructional facilities are nearing capacity and there is a lack of suitable space to house additional full- and part-time personnel.

   1. Many of the support services which are critical to successfully attracting and serving a diverse student population did not exist at the time the campus was originally constructed.

   2. The fiscal crisis has forced the College to delay maintenance and renovation projects.

B. New instructional methods such as learning communities and advances in computer-assisted learning will require new types of classroom settings.

C. New career-oriented programs will require dedicated facilities.

FACTOR #4: TECHNOLOGY WILL IMPACT THE ASSORTMENT OF PROGRAMS OFFERED AT THE COLLEGE, CURRICULUM REQUIREMENTS, AS WELL AS INSTRUCTIONAL METHODS.

A. The College will create new programs and/or significantly revise existing curricula in order to prepare graduates for transfer as well as career opportunities in the information age. See Appendix F for enrollment by curricula.

   1. There is a growing expectation that all graduates should be computer literate in order to continue their studies or enter the work force.

   2. Computational skills as well as the ability to analyze information will be as important as communication skills.

   3. New career curricula or program options will be created to prepare graduates for careers in technology based industries.

   4. Dual admissions and articulation agreements will influence course offerings and curriculum requirements.

B. Advances in technology will create the opportunity for new approaches to instruction and expand resources.

1. Satellite broadcast capabilities create the opportunity for expanding college offerings and or serving students who do not come to the campus.

2. Video and laser disc technology have the capability of bringing new resources into the classroom and laboratory.

3. Interactive computer-assisted learning will create new opportunities to implement self-paced instruction as well as other methods that address different learning styles.

4. A college network will enable faculty and staff to access national data bases as well as the College's collection of learning resources.

C. New support positions and an ongoing professional development program will be integral components of efforts to implement new instructional methods.

FACTOR #5: FUNDING FROM TRADITIONAL SOURCES WILL NOT KEEP PACE WITH INSTITUTIONAL NEEDS.

A. The College will continue to seek external support in order to address institutional needs.

1. HCC Foundation and Alumni will be called upon to provide support for capitol improvements as well as scholarship programs.

2. Grants will continue to be an important source of funds to develop and test new initiatives.

3. The College will become more aggressive and entrepreneurial in order to develop new sources of revenue.

B. Changes in the funding process may enable the College to secure additional state support.

1. Separate line items for each institution will enable the College to better document needs and justify new initiatives.

2. The level of state support will be more closely tied to enrollment.

CHAPTER II
INSTITUTIONAL ASSESSMENT

In planning for the future, the College must capitalize upon its strengths and be cognizant of its weaknesses. An assessment of institutional capabilities identified the major strengths of the institution that will enable the College to fulfill its mission and effectively meet the changing needs of the region. In addition, the planning process identified capabilities which are in need of development if the College is to achieve its full potential. Several of the capabilities identified as current strengths have historically been strengths of the College, and others have been significantly enhanced by programs and activities initiated as a result of prior long-range plans.

MAJOR STRENGTHS

Holyoke Community College has a clear sense of mission, an experienced and dedicated faculty and staff, a growing and increasingly diverse student body, an attractive and functional location, stable and effective leadership, a sound reputation for quality programs, and a strong institutional development track record. Each of these strengths is discussed in more detail below.

1. Clear Sense of Mission

Holyoke Community College is a comprehensive educational institution established to provide postsecondary education to men and women with diverse backgrounds and varied goals. The College awards an associate degree and/or certificate to students who complete a prescribed course of study, and provides courses for personal and professional development and enrichment. Faculty and staff at Holyoke Community College share a common commitment to providing excellence of academic instruction, open access, low cost and responsive, innovative educational programs of high quality. Although the College is organized into a Day Division and a Division of Continuing Education, the College is one institution in the eyes of the community it serves. All segments of the College share a commitment to the same mission.

2. Experienced and Dedicated Faculty and Staff

The quality of the faculty and staff are one of the College's major strengths. The faculty are well qualified, experienced and dedicated to the teaching mission of the College. With few exceptions, faculty have masters' degrees and many have an earned doctorate in their discipline. Faculty, staff and administrators are committed to the same goals and work together positively toward these ends. Internal communication is enhanced by committees with collegewide representation and newsletters distributed weekly to faculty, staff, and students. The administration encourages and supports professional development. Faculty and staff are active locally, regionally and nationally in professional groups and civic organizations.

3. Growing and Increasingly Diverse Student Body

Students are the life blood of an institution. The foundation upon which a comprehensive community college rests is the diversity and vitality of its student body. Over the past decade, Holyoke Community College has enrolled its largest and most diverse student body since it opened its doors in 1946. These students have been attracted by the College's growing reputation for excellence in the local service area, among the Massachusetts community college system, and nationally. An increasing number of transfer and honors students have come to the College. The number of graduates pursuing their education immediately after leaving Holyoke Community College has risen from 39% to 51% over the past decade. See Appendix G for additional follow-up statistics of 1991 graduates. Moreover, significant changes in the racial and cultural heritage of the people who live and work in the Pioneer Valley have enabled the College to attract an increasingly diverse student body. The number and percentage of minority students has grown steadily over the past decade from 2% in 1982 to over 19% in the fall of 1992. More students over 25 years of age and more physically challenged students are now enrolled at the College. To faculty, staff and community alike, the increasing diversity of students at the College is manifest in a widening range of abilities, interests, goals and learning styles and these differences have enriched and strengthened the mission of the College.

4. Attractive and Functional Location

The Holyoke Community College campus is a major asset. The Homestead Avenue campus is functional, well maintained, accessible to the physically challenged and provides an appropriate environment for learning. In addition, numerous community groups as well as individuals use campus facilities. For example, after school programs and summer "taste of college" programs are run for secondary school children in the service area. The College's campus and its location enhance opportunities for collaboration among the other seven Cooperating Colleges of Greater Springfield (Springfield Technical Community College, Western New England College, Westfield State College, American International College, Elms College, Springfield College, and Bay Path Junior College) as well as the members of the five college system (Smith, Mt. Holyoke, Amherst, University of Massachusetts at Amherst, and Hampshire College). Such proximity enables the College to share resources and develop and maintain collaborative projects for the benefit of the region.

5. Stable and Effective Leadership

The New England Association of Schools and Colleges' 1990 accreditation report cited the leadership of the College as one of its significant strengths. The report noted that "strong, proactive leadership from the president on down facilitates planning, communication, and action throughout the college." Holyoke Community College has had but two presidents since its founding in 1946, and the College has benefited greatly from the strength and continuity of this leadership. A strong, involved and committed Board of Trustees and alumnae, an effective Foundation which actively supports student access through privately funded scholarships, proactive administrators, staff and faculty in leadership positions at the College and in national, regional and community organizations evidence the leadership and commitment at the heart of the College.

6. Sound Reputation for Quality Programs

Holyoke Community College has a strong commitment to quality education. This commitment has guided the institution through the extraordinarily difficult budget cuts of the past four years, when across the board cut backs were rejected in favor of selective cuts designed to protect the quality of essential

programs. The College is providing today an education equivalent to the first two years of a four-year college education. No curriculum is considered terminal. The College has a long-standing commitment to a liberal arts core curriculum which prepares all students to continue their education. Holyoke Community College is one of five community colleges piloting a dual admissions program with the University of Massachusetts and similar articulation agreements are being put in place with Westfield State College and several area private colleges.

More that half of the College's graduates continue their education upon graduation from Holyoke Community College and most end up graduating in the top half of their class. The College regularly seeks and obtains accreditation from external groups for special programs. Periodic external evaluations of career programs modeled after the DACUM process keep curricula current. Ninety-six percent of the College's career program graduates are employed six months after graduation, and 98% of these graduates report that they were well prepared to enter and advance in their field. Teaching is the primary mission of the institution, and the College has consistently reallocated its current resources and sought external resources in order to enhance the quality of instruction.

7. Strong Institutional Development

The College is committed to planning and has a focused and comprehensive process for the development, monitoring and updating of collegewide and departmental plans. Institutional development is closely linked to the strategies and priorities laid out in these plans. With the assistance of a federal Title III grant, Holyoke Community College has developed an outstanding management information system which provides timely data needed for planning, evaluation and decision making. The College has made a concerted effort to inform the community about the mission and accomplishments of the College. Several of the College's programs are considered national models, and a reputation for high quality programs enhances the College's ability to introduce program and service improvements.

8. Community Good Will

The College has earned a position of respect in the community and receives the benefit of community support and good will. There is a real sense of

ownership and pride in the programs and services offered by the College. The campus is seen as a center for cultural affairs and community activities. For many of differing ages and varied backgrounds, the College is simply part of a logical path for improving their education and enriching their lives.

WEAKNESSES

Strategic decisions about the College's future must be based upon a realistic and candid assessment of constraints and weaknesses which affect the College's ability to continue to deliver comprehensive quality educational programs and services to the region. Some constraints are external in nature and are the product of a prolonged recession and a failure of policy makers to define public education as a crucial investment for the future. Other impediments stem from capabilities the College needs to develop internally. These issues, which were identified as part of the long-range planning process participated in by the entire College community, are discussed below. For the sake of clarity, they are listed as separate issues. However, it is understood they are often interdependent and thus success in developing capability in one area will be inextricably linked to overcoming constraints in another.

1. Faculty and Staff Salaries Are No Longer Competitive

A statewide freeze on day faculty salaries since 1988, despite a 13% inflation rate between 1988-92, has created an untenable situation. At least one-quarter of Holyoke Community College's 1991 graduates reported that they made more in their first year out than junior faculty who have been locked in at entry-level salaries of $21.000-$22,900 for the past four years. Consequently, the College finds itself struggling to retain junior faculty who are tempted by more attractive options elsewhere. The College is no longer competitive in attracting new talent to fill critical vacant positions. Even in an economy where competition for jobs is fierce, applicant pools are thin and too often first and second choice candidates are not willing to settle for non-competitive salaries. The fact is, that since 1988 the income of college-degreed individuals in the state has increased by 15% percent while faculty, entrusted with the intellectual growth of this and the next generation, have seen a 13% decline in their purchasing power. Salaries in high schools have out-paced those in higher education. It is frighteningly clear that the College cannot expect to maintain the quality of its programs and services

unless it can offer the competitive salaries needed to recruit and retain talented personnel.

2. Lack of Resources From Traditional Sources

Virtually everyone at the College has taken on additional responsibilities to try to bridge the gap between increasing demands and decreasing resources. Enrollments at community colleges have historically been counter cyclical, resulting in high demand for services when the College can least afford to expand services. But the severity of fiscal cutbacks and the rising demands for services have been unprecedented. State support of public higher education and the College has been cut in four out of the last five fiscal years. Declining state support has resulted in a 21% vacancy rate collegewide, created a serious backlog in deferred and preventive maintenance, delayed the replacement and updating of academic equipment, led to an increase in the sections taught by part-time faculty. As cutbacks in state funding have forced a 42% increase in tuition and fees to maintain vital programs and services, traditional sources of funding have become a substantially smaller portion of the college budget. Lack of stable state funding has constrained the College's ability to respond to emerging needs. Collaborative and grant-funded efforts which can extend the reach of our present capabilities are increasingly difficult to initiate and sustain when faculty and staff are struggling with burn-out. Moreover, the ability of faculty and staff to cope with increased workloads and responsibilities has been complicated by an increasing reliance upon part-time employees with little or no stake in the onoing governance and development of the College. The College has prudently conserved, reallocated and, where possible, enhanced its resources but it is clear that the strain of trying to maintain and improve the quality of programs and services under austere fiscal circumstances has taken its toll on the morale and energy level of a dedicated faculty and staff.

3. Faculty and Staff Lack Sufficient Diversity

Holyoke Community College serves a region that, like the nation, has undergone substantial demographic change over the past decade. This College, like many others across this nation, is seeking ways to adapt to the reality of a more culturally diverse student body and society. The institution recognizes that diversity is a strength and needs to be reflected throughout the college community and that at present too few faculty and staff come from minority

backgrounds. Efforts to recruit and retain minority administrators, faculty, and staff have not significantly changed the ethnic and racial composition of the staff. At present, 7% of the faculty and staff at the College are minority while close to 20% of the students enrolled in the College's day program identify themselves as racial or ethnic minorities. Furthermore, in the past few years, the College's minority recruitment and retention efforts have been greatly hindered by the lack of a competitive salary structure.

4. Comprehensiveness of Program Offerings Is Eroding

A combination of factors have slowly eroded the comprehensiveness of program offerings at the College. The College experienced sustained growth in demand for liberal arts oriented programs in the 1980s. Fiscal cutbacks forced retrenchment in low enrollment career programs in the day division and the lack of resources has constrained the develop new technical programs. At present, the College's only day division health related and technical programs are in the area of nursing, and radiological, ophthalmic technology, veterinary and animal science and engineering.

5. Life in the Information Age May Require Competencies Not Addressed in Holyoke Community College's Core Curriculum

The core curriculum at Holyoke Community College has not been revised in the past 20 years. It has withstood the test of time remarkably well. But it is clear that today it no longer fully reflects the skills that senior institutions and employers expect. Students can graduate from Holyoke Community College today without demonstrating mastery of the most basic of mathematical skills or a minimum level of computer literacy. Mathematics and computer literacy can no longer be ignored as an essential competency required to earn an associate degree. Fundamental understanding of the basic mathematical tools for the manipulation and analysis of data are as essential as other more traditional forms of literacy in our society today.

6. Space Limitations Hinder Ability to Respond to New Needs

The Holyoke Community College campus was originally designed for 2500 students. In the fall of 1992, day enrollments exceeded 3600. Growth in enrollments and an array of essential programs and services never envisioned when Holyoke Community College was built has created a critical space shortage.

Not only is there a serious shortage of space for new programs and services, but the physical plant lacks the flexibility to provide the right type of space in the right place to accommodate many of our current needs. The College does not have a conference center. Appropriate space for physical fitness and education programs was never built although it was part of the original design of the campus. Storage space is seriously lacking. Parking for faculty and staff is a problem at peak hours of the day. Since the campus was originally designed nearly 20 years ago, the assortment of programs and services which the College offers has changed dramatically. At the time the campus was designed and built, there was no Learning Assistance Center, Women in Transition Program, ESL program, Career Center, Cooperative Education Program, STRIVE, Hospitality Management program, Academic Computing Center, business and industry programs, federally funded Title III project or even a Development Office. Virtually the only grant funds the College received were from Vocational Education. Most faculty were full time and there were far fewer faculty and students on campus.

7. Solving Tomorrow's Problems With Yesterday's Answers

At a time of such global, national and regional economic uncertainty, the pressure to do more with less will not abate. There are numerous ways in which the College can ease the strain of trying to maintain and improve quality programs and services under these austere fiscal circumstances: for example, establish priorities closely linked to our primary mission; reallocate resources where required to increase effectiveness; acquire better means of evaluating educational outcomes to know what's working and what needs changing; or share resources through collaborative efforts when it is the most effective way of meeting needs. But more fundamental than any of these steps is the willingness and ability to re-think past practices and assumptions which may yield new and better ways of providing services. All too often the path of least resistance is to try solving tomorrow's problems with yesterday's answers.

CHAPTER III
CRITICAL ISSUES

As a general framework for our planning discussions at the College, the Long-Range Planning Committee developed the following "Issue Paper" after considerable analysis, discussion and campuswide input. Planning teams were asked to relate their priorities to one or more of these issues as well as identify topics of concern that didn't seem to "fit" within this framework. But for the most part, planning teams found that their priorities lent themselves to inclusion under at least one or more of these topics. The questions included in the last paragraph of each section were included for illustrative purposes only. They were intended to spur thinking and to provide examples of the kinds of questions which appeared relevant to each topic.

PIVOTAL ROLE OF COMMUNITY COLLEGES

Labor force projections clearly support the need for postsecondary education at less than the baccalaureate level. Once considered second rate institutions which served students unprepared or unable to attend four-year colleges, community colleges are now perceived as an appropriate and necessary segment of higher education. Approximately 80% of the new jobs that will be created in the next decade will require education beyond high school, but only 33% will require four years of college. Other projections indicate that technology will dramatically change the nature of occupations in our society and that the average worker will change careers several times in his or her lifetime. In response to the growing need for an educated work force, it is likely that the college-going rate for new high school graduates will increase and that more adults will require retraining during their work life. The associate degree may well replace the high school diploma as the minimum requirement for meaningful employment. In addition, an increasing number of those individuals who do plan to earn a bachelor's degree will choose to begin their college education at the community college. The concept of 2+2+2 programs with community colleges as the vital link in a seamless path from junior year of high school through the baccalaureate degree is becoming increasingly popular.

As the community college becomes the college of choice for an increasing number of students of all ages with diverse goals, changes in curricula offerings will be more frequent and more dramatic as the College seeks to maintain the quality of an assortment of curricula which meet the expectations of transfer institutions and the work place. At the same time, recognizing that nearly every occupation will change significantly, all curricula will have to emphasize the skills students will need in order to acquire new knowledge. Community colleges are an increasingly important and vital link in the system of postsecondary education. This role provides the College with the opportunity to work more effectively with other educational institutions as well as the business community. Since some changes in the nature of work will require skills that cannot be learned "on the job," employers will seek short-term job specific training in order to retrain workers. Community colleges with a proven track record in continuing education are well positioned to provide this type of training.

Concurrently, the College will have to become more responsive to student expectations. Students, particularly adults, are likely to be more informed consumers and less tolerant of policies, programs, and facilities which they feel are inappropriate or less than adequate quality. In order to attract and retain these "informed" consumers, the College will need to be more flexible in terms of course schedules, service hours, modes of access and instructional styles as well as policies regarding the recognition of prior learning.

What can and should the College do in order to accept this new role? How can the College ensure that the assortment of curricula as well as individual programs remain contemporary? What systems should be developed to evaluate programs and courses on a regular basis? What new measures may be needed to evaluate program quality? How can faculty keep up with rapid changes in theory and practice in their discipline as well as in instructional methods? What are the minimum competencies every graduate should possess? How can those competencies be infused throughout the curriculum? How should they be evaluated? Can the College improve communication and work more effectively with secondary schools, transfer institutions, and industry to ensure that entering students and graduates are appropriately prepared to achieve their goals? How can services, organizational structures, and policies be reconfigured to better meet student needs and goals?

INSTITUTIONAL IDENTITY

In 1996, Holyoke Community College will be 50 years old. In many ways the College is dramatically different from the one that opened its doors to 93 students enrolled in late afternoon and evening classes taught by a part-time faculty in the fall of 1946. The College has grown from a small institution with two full-time employees which offered three transfer-oriented curricula in borrowed facilities, to a large institution serving more than 5,000 students enrolled in a diverse assortment of transfer and career programs on a modern campus. At each stage in its history, the College has successfully overcome obstacles and thrived on new opportunities. Joining the state system of community colleges in 1964 enabled the College to build a permanent staff and expand the assortment of curricula. A disastrous fire in 1968 resulted in the construction of the Homestead Avenue campus and continued enrollment growth. Academic programs and academic support services have grown in an evolving partnership to meet changing student needs. While changes in scope, facilities, and size are observable, there have been relatively few changes in values and institutional culture. The College places high value on its tradition of academic excellence. It remains firmly committed to its mission of postsecondary education, perceives itself as a "college" with high academic standards, continues to view students as individuals, values teaching, and attracts and retains a faculty and staff who are deeply committed to the College and its mission. Despite threats from the external environment, the College has been an unusually stable and cohesive institution.

Today, the College faces a series of new challenges which could distinctly alter institutional values and culture. Many of the administrators, faculty, and staff who shaped the institution and defined its culture and identity have retired or are nearing retirement. Because of the fiscal crisis, few vacant positions are being filled with full-time employees. Consequently, the normal process of transition in which an older experienced staff is available to transmit institutional values to new employees has been disrupted. The fiscal crisis has also increased the College's dependence on part-time employees in all areas who may not be as firmly committed to the institution. At the same time, many new part-timers bring with them fresh perspectives and new approaches which can be used to strengthen curricula at the College. Yet retrenchments and the inability to create new positions to respond to the needs of a growing and more diverse student

population have severely jeopardized the infrastructure of the College and limited opportunities to prepare new leadership. The stress of coping with diminishing resources has sapped institutional energy and enthusiasm. Furthermore, at a time when the complexity of problems and workload are increasing, the traditional reward system of regular salary increase has not been available.

How can and should the College respond to these challenges? What short-range strategies will enable the College to survive the fiscal crisis and at the same time position the College to develop and implement effective long-range strategies for the next century? To what extent does the projected turnover in personnel empower the College to implement significant changes in organizational structure, curriculum, support services, instructional methods, and administration that might enable the institution to better meet the needs of a changing student population? What can and should be done to facilitate the assimilation of part-time faculty and staff and to encourage the transmission of new perspectives and strengths which they may bring to the College? What capabilities will the next generation of administrators, faculty, and staff need to respond to a changing environment? How can the College recruit, select, and retain new personnel who have those capabilities? How can those institutional values that have enabled the College to thrive best be transmitted to the next generation? Does the changing ratio of part-time to full-time faculty offer the College an opportunity to become a more dynamic and responsive institution? What effect does the increased use of part-time faculty have upon the role of full-time faculty? What governance structure will best serve the College in the future? Can we create new reward systems to encourage, recognize, and reward excellence?

INFORMATION AGE

The impact of changing technology on our lives and the College is so pervasive that it is easy at times to take it for granted. Yet the scope and pace of technological innovation has transformed the nature of scholarly research and scientific inquiry. The "Age of Technology" has created the "Age of Information." It has accelerated the transfer of information and knowledge. It has become the driving force behind new means of production of industrial and agricultural goods and the delivery of services. It has fueled global interaction and the exchange of goods, knowledge, culture, and people. Today the

implications of scientific, social, economic, and political events reverberate throughout the world with breathtaking speed due to modern technology. The world is a smaller place, whether measured by the potential for military aggression or intervention, or the instantaneous impact of the media or the resonance of cultural and political change beyond traditional boundaries or the unprecedented mobility of mankind on this planet and beyond.

The "Age of Information" has enormous implications as we seek to chart the future of the College. It will influence what we teach, who we teach, and how we teach. The pace of change will demand flexibility and quick response to important but transitory needs of business and industry in the region. Students must learn to assess, analyze and use information to fully participate in the decisions and gains derived from the power of information to influence outcomes. Mathematics, the forgotten basic skill, can no longer be ignored as an essential competency required to earn an associates degree. Fundamental understanding of the basic mathematical tools for the manipulation and analysis of data are as essential as other more traditional forms of literacy in our society today. Equally crucial will be the need to delineate critical core curricula which transcend new and changing technological applications of fundamental principles. Students must be equipped with conceptual and basic skills needed to respond to the complex and often unanticipated demands of a changing economy and society. The integration and application of theory becomes more challenging as knowledge grows at an accelerating pace. Its complexity demands interdisciplinary approaches to teaching as a natural outcome of growing interdisciplinary basic and applied research.

We need to explore the expanded learning environment afforded by today's and tomorrow's technology. Informed and constructive responses to the opportunities and problems presented by technological change will be essential to carrying out the mission of the College in the years ahead. What are the new modalities for teaching and learning which can enrich our curricula and learning environment? How can we better use ourselves and teach our students to master the technology which has revolutionized access to information? How can we better equip students with knowledge of the effects of technology on our economy, our health, our environment and our society? What steps can we take to keep current with advances within our own disciplines? What supporting investments in equipment and facilities are essential in order to reap the benefits

of new technology? What are the competencies and core curricula required for an associates degree? How can the College facilitate interdisciplinary approaches to teaching and learning?

DIVERSITY

The College's mission statement states that the College provides "an educational experience broad enough in scope to give all students the opportunity to develop a better understanding of themselves and their relationship with the world in which they live." The world in which future graduates will live and work is changing. The region and the College have already experienced some of those changes. Demographics substantiate significant changes in the racial and cultural heritage of people who live and work in the Pioneer Valley. Few local businesses are immune to changes in the global economy, and many are eagerly seeking the opportunities that new markets can provide. More important, there is a growing realization that differences enrich and strengthen society.

To some degree, the College has already experienced changes in the student population. More students over 25 years of age are now enrolled in day division programs. There has also been an increase in the number of physically challenged and learning disabled students. To faculty and staff alike, the increasing diversity of students at the College is manifest in a widening range of abilities, interests, goals, and learning styles.

The number and percentage of minority students has also grown steadily over the last decade. The need to address cultural/racial diversity issues and multicultural education for all students deserves special emphasis. Although the fiscal crisis has constrained hiring, the number and percentage of minorities working at the College has also increased. Several professional development workshops and seminars have been offered to help faculty and staff understand and respond to the needs of a more diverse population. In addition, various groups have worked to increase awareness and sensitivity to differences.

Efforts to attract and serve minority students, change campus climate, and better prepare all students to live and work in a more culturally diverse society have met with mixed success. While an increasing number of minority students have enrolled at the College, institutional studies show that they are less likely to maintain their enrollment and earn an associate degree. Efforts to recruit and

retain minority administrators, faculty, and staff have not significantly changed the racial and ethnic composition of the staff. With the exception of the development of English as a second language courses and a few new elective courses, the curriculum has not been impacted.

Issues related to racial, ethnic, and academic diversity are not unique to Holyoke Community College. Organizations and communities across the country are struggling to adapt to a more culturally diverse society. We, like other colleges and educational institutions, are confronting the fact that we have a unique responsibility, as well as an opportunity to provide the leadership needed to resolve these issues. What can and should the College do to better prepare all students to live and work in a culturally diverse society? How can and should courses and/or curricula be adapted to assist students and faculty in learning about other cultures? Can sensitivity to others be enhanced without substantive information about the history/customs and contributions of other cultures? How can the College ensure that all students have the same opportunity to succeed? How can the College best serve academically talented students as well as those who are not prepared for college-level work? Are there new instructional methods which could improve the teaching and learning process for minority students as well as students with different learning styles? What can be done to improve the recruitment and retention of minority faculty, staff and students? Are there new programs, activities, and services which could be developed to enable all members of the College community to become more sensitive and responsive to differences?

RESOURCE ENHANCEMENT

Holyoke Community College's most fundamental resource is human. It is the faculty, staff, and students who make up this teaching and learning community. Our faculty are well qualified, committed to academic excellence, and dedicated to teaching. Professional and effective staff, combined with strong presidential leadership, provide an excellent environment for teaching and learning. Students, the life blood of the institution, are an increasingly diverse group and are drawn to the College because of its sound reputation. The College is also blessed with an attractive, functional, and well situated campus. But there is no doubt that the 30% reduction in state appropriations during the past four years has taken its toll. Cutbacks have created a 21% vacancy rate collegewide, forced a 42% increase in tuition since 1987, prompted a near doubling of sections

taught by part-time faculty, created a serious backlog of deferred and preventive maintenance, delayed the replacement and updating of academic equipment, and have resulted in a salary freeze since 1988. Unfortunately, there is every indication that economic problems will continue to constrain public funding for higher education. It is essential, therefore, that we take those steps within our grasp to conserve and enhance existing resources.

There are numerous ways in which the College can ease the strain of trying to maintain and improve the quality of programs and services under these austere fiscal circumstances. But this will take planning and persistence. First, we must be certain of our priorities and of their connection to the primary mission of the College. Second, if we are to do more with less, we must be willing to re-think past practices and assumptions which may yield new, more effective and efficient ways of providing services. Redefining roles and expectations may assist us in conserving one of our most precious resources: time and energy of faculty, staff and students. Alternative scheduling and use of different modes of instruction may be a useful approach to accommodating changing needs of students and improving utilization of space. Third, we must be willing to reallocate resources where required to increase effectiveness. For example, giving appropriate priority to support systems which encourage creativity and efficacy may lead to better utilization of existing resources. Fourth, we must be willing to share resources through collaborative efforts when it is the most effective way of extending the reach of our present capabilities. Collaboration can take many forms, and we should be seeking appropriate opportunities within western Mass. to build upon our strengths and those complementary to our own to better serve the community. The plight of secondary school systems cries out for joint efforts to enhance the opportunities available for students so that they may be better prepared to obtain a college education. Fifth, we must be willing to support, seek and acquire better means of evaluating educational outcomes in order to know what's working and what needs changing.

How can and should the College respond to these challenges? One useful approach to resource enhancement is to focus on the most important priorities for the next several years and determine in what ways these might be supported without increased funding. How might time and energy be better spent? What can be done to support the productivity of faculty and staff? How can we improve the evaluation measures of desired outcomes? What opportunities for

collaborative efforts should be pursued? How might scheduling and modes of instruction be changed to enhance the program? Finally, if new resources are sought, what measures have already been taken to reallocate resources and how will additional funding support the primary priorities of the program and the College?

CHAPTER IV
OPPORTUNITIES AND CHALLENGES FOR THE FUTURE

A changing external world combined with institutional strengths and weaknesses present Holyoke Community College with important opportunities and challenges as it seeks to maintain and enhance the quality of its programs to meet educational needs in the region. Analysis of major environmental trends and significant institutional strengths and weaknesses reveal several strategic opportunities consistent with the mission and capabilities of the College. Some of these opportunities can be pursued with existing resources and expertise. Others will require the leveraging of additional resources and the creation of new capabilities and/or the strengthening of existing ones.

OPPORTUNITIES FOR THE FUTURE

Each of the opportunities presented below offers Holyoke Community College the chance to exert leadership as it seeks to respond to changing needs and new challenges. The order of these opportunities is not intended to indicate their relative importance.

1) To increase effectiveness through the use of technology and other new instructional strategies.

The use of new technology offers the College the opportunity to enhance student learning, improve teaching and increase productivity.

2) To provide a broader understanding of other cultures and backgrounds.

By providing a broader understanding and appreciation of other cultures and better preparing students to live and work with individuals whose backgrounds, interests, values and perspectives of the world may differ from their own, the College can broaden and enhance the quality of students' educational experience.

3) To better meet the increasingly diverse educational needs of a growing student body.

The College can improve academic performance and retention by tailoring instructional methods and educational resources to meet the needs of students with different learning styles and abilities, varying levels of skills, diverse racial and ethnic backgrounds, and dissimilar educational goals.

4) To engender a greater sense of community and a more caring institutional climate.

Nurturing and engendering a sense of community in which all students feel valued and welcome regardless of their age, gender, racial, ethnic, cultural background or sexual orientation can enrich campus life and promote learning.

5) To adopt a process which ensures the regular and systematic review of all programs to ensure that they reflect current needs and standards.

By instituting a process of ongoing curriculum review in all departments, programs will be updated regularly and new programs will be developed as needed to serve the rapidly changing educational needs of business and industry in the region.

6) To utilize the replacement of retiring faculty and staff to better position the College to meet educational needs of the 21st century.

The age profile of faculty and staff now employed at the College will result in significant turnover of personnel in the coming decade. Strategically planned replacement of retiring faculty and staff can be used as a springboard to the future. Rehires can be used to energize the College, increase minority representation on the faculty and staff, and improve the quality, currency and responsiveness of educational programs.

7) To secure new sources of revenue to promote excellence and innovation.

The College is well positioned to capture new sources of revenue to support ongoing operating expenses, fund capital improvements and foster exploration and development of innovative curricula and services. The College has an outstanding track record in grant development to build upon.

8) To provide a more rapid response to training needs of business and government as they grapple with the impact of economic restructuring.

The College must play a central role in the retraining of the work force through closer links with business, industry and government to facilitate a quick response to training needs of companies dealing with the impact of economic restructuring and work place reorganization.

9) To revise Holyoke Community College's core curricula to ensure that graduates meet standards required by senior institutions and employers.

Adjustments in Holyoke Community College's core curriculum to include minimum mathematical and computer literacy skills is needed to equip graduates with the skills that senior institutions, government and business and industry require.

THREATS FOR THE FUTURE

Some of the projected environmental trends will have a negative impact on Holyoke Community College unless the College is prepared to meet these challenges. The most significant of these challenges are outlined below, but are not presented in any particular order of importance.

1) The rapid rate of technological change obsolesces curricula more quickly than in the past.

The rate of technological change is so rapid today that it has been estimated that 80% of the technology in prevalent use by the year 2000 has yet to be invented. Rapid changes in technology will cause some curricula to be come obsolete and will require the College to regularly update programs and replace instructional equipment frequently.

2) An increasing share of the College's resources devoted to remediation decreases share of support available for advanced courses.

A large number of students coming to Holyoke Community College lack one or more of the basic skills required to successfully complete college-level courses. The cost of providing remediation is substantial and the amount of remediation being provided has increased substantially over the past decade. This increase in pre-collegiate instruction has resulted in a cut back in the share of resources available for advanced courses. State and local cut backs in support for area

school districts, the lack of a competency level framework for secondary education in Massachusetts and a sizable increase in the number of people lacking proficiency in English in many communities, have all contributed to the need for developmental level courses and remediation services to ensure students' ability to benefit from college level curricula.

3) Lack of competitive salaries threaten institutional excellence.

The low level of faculty salaries at public institutions of higher education in this state ranks Massachusetts 42nd in the nation in faculty compensation. Due to the salary freeze instituted in 1988, faculty and staff at this institution lost 13% of their salary to inflation between 1988 and 1992. During the same period, full-time workers in Massachusetts with similar educational backgrounds experienced a 15% rise in their annual income. Faculty salaries nationwide rose 22% from 1987/88 to 1991/92 academic year. Lack of competitive salaries seriously undermines the ability of the College to retain talented faculty and staff currently working at the College and has placed the College at a disadvantage when recruiting new talent. It is particularly damaging to efforts to increase minority representation on the faculty and staff.

4) Deterioration of physical plant hinders capacity to meet new needs.

The decline in state support for capital expenditures has left the College with a $3.2 million dollar backlog in maintenance. Even if capital funds are provided on a regular basis in the future, the annual cost of preventive maintenance is one percent of the $62 million dollar replacement cost of the campus and will total $600,000 a year. The cost of adaptation of the existing campus to meet changing program requirements and new federal and state requirements, such as the Americans with Disabilities Act, will cost the College $1.2 million dollars annually. Any capital expenditures for a new academic building or physical education facility needed to serve a growing student body will have to be raised over and above the costs of renewal and adaptation of the campus.

5) Comprehensiveness of program offerings threatened by sustained budget cutbacks.

The comprehensiveness of Holyoke Community College's program offerings has been threatened by sustained budget cutbacks. Regaining an appropriate balance

of technology based training programs will be costly. Demand for these programs is expected to accelerate over the next five years.

6) Loss of morale and decreased institutional resiliency due to decline in state support.

Loss of faculty and staff morale and decreased institutional resiliency could undermine the College's ability to achieve its long-range goals if state support for public higher education continues to decline. Weak public commitment to pubic higher education could result in community expectations which exceed the College's ability to respond.

7) Faculty and staff development is threatened by decreasing resources.

Declining resources available for faculty and staff development, increasing workloads due to loss of personnel at a time of growing enrollments, and the lack of an effective incentive system threaten the quality and level of faculty and staff development.

8) Economic uncertainty and slow economic recovery will constrain job growth in the region and make planning for the future difficult.

The level of economic uncertainty facing the region and the country is extremely high. There is no clear cut direction for regional economic development. The flexibility to respond to changing needs will be essential.

CHAPTER V
HECC MISSION DEVELOPMENT GUIDELINES

On June 16, 1992, HECC approved a mission statement for the system of public higher education and segmental mission statements for the community colleges, the state colleges, and the University of Massachusetts. The new mission statement adopted for community colleges is shown below and provided the basis for the revised HCC institutional mission statement which follows.

THE MISSION OF THE COMMUNITY COLLEGES

Within the system of public higher education, the community colleges open pathways to baccalaureate education and to careers and career advancement. Their broad mission encompasses degree and certification programs, training for business and industry, serving as a resource for solving community problems, and enriching the quality of peoples' lives. Rooted in their communities, these colleges are open-admissions institutions dedicated to serving an academically, economically, and culturally diverse population.

Given the breadth of their mission, the community colleges should have the following purposes:

- Through the associate degree, provide the first two years of baccalaureate education equal in content and quality to the first two years of education at a four-year college or university.
- Through the associate degree or certification, provide programs for career oriented students that emphasize the cognitive and technical skills needed to enter and advance in professional, technological, and service careers.
- Through partnerships with business and industry, provide job training, retraining certification, and skills improvement to insure a work force equipped to meet the needs of a changing economy.
- Through partnerships with elementary and secondary schools, develop programs and initiatives to improve a students' ability to succeed in school and pursue higher education. Partnerships with vocational, technical high schools are especially important and should move beyond simple

collaboration to establish formal "tech prep" and similar "two-plus-two" arrangements.

- Provide cultural activities and lifelong learning opportunities that enrich the communities served by the colleges.

In fulfilling their appropriate role within the system of higher education, the community colleges must carry out three important responsibilities:

- As the initial point of entry for many of the Commonwealth's citizens, offer transfer programs leading to four-year college degrees. Development of educational "career ladders" in selected professions and specific transfer agreements with both public and independent baccalaureate institutions is especially encouraged.
- Provide educational programs which prepare individuals to directly enter the work force in occupational and technical career areas.
- Assume primary responsibility to offer courses, programs, and other educational services for individuals who seek to develop the skills necessary to pursue successfully collegiate study.

Differentiation in mission among the community colleges should be dictated primarily by the needs of the communities they serve. Each institution should provide a range of programs in order to provide geographical access for commuting students. However, certain unique programs that require significant resources should be strategically located throughout the state. Community colleges should provide flexible programming and scheduling, pursue outreach initiatives, and employ distance learning technologies, in order to meet the needs of underserved groups. While established service areas should be maintained by each college, colleges with adjacent service areas, as well as those sharing areas, should develop collaborative programs and services in order to increase access, maximize efficiency and broaden the range of programs available to the citizenry.

With a primary emphasis on classroom and laboratory instruction, the community colleges should:

- Conduct evaluations of institutional effectiveness and student achievement, demonstrating through verifiable means their attainment of purposes and objectives both inside and outside the classroom.
- Recognize and honor students' diversity in programs of study, academic and student support services, and all aspects of college life.
- Provide an appropriate assortment of academic and personal support services, including services related to job placement and transfer, to assure that all students have a realistic opportunity to achieve academic and career success.
- Foster the professional development of faculty and staff through the encouragement of research, curricular innovation, and new instructional methodologies.

CHAPTER VI
HOLYOKE COMMUNITY COLLEGE MISSION STATEMENT

The distinct mission of Holyoke Community College has evolved over the years the College has served the people who live and work in the Pioneer Valley. This mission reflects the needs and expectations of the community. Since its inception, the College has served transfer oriented students and is widely recognized for the quality of its transfer programs. Although career curricula are designed to prepare students to enter and advance in their chosen field, no curriculum is considered terminal since a high percentage of all entering students indicate that they plan to continue their education after graduation. Unlike many other colleges, career oriented and well as transfer curricula include a common core of courses designed to expose the student to diverse fields of knowledge. The mission also emphasizes the College's concern for the individual student, an aspect of the institution which is widely recognized in the community and which permeates every program.

Holyoke Community College has, in its mission statement, identified its major strengths and the distinct manner in which the College seeks to meet the educational needs of its community. The College's mission statement is compatible with the mission for all community colleges as defined by the Higher Education Coordinating Council.

HCC MISSION STATEMENT

Holyoke Community College is a comprehensive educational institution established to provide postsecondary educational opportunities for men and women of diverse backgrounds and goals. The College shares with all the community colleges in Massachusetts a commitment to excellence in academic instruction, open access, affordable costs and responsive, innovative, educational programs of high quality. The College awards an associate degree and/or a certificate to students who complete a prescribed course of study. In keeping with its open access admissions policy, the College offers all residents of the Commonwealth the opportunity to enroll in courses and/or programs that are consistent with their goals and aptitudes. College offerings range from noncredit special interest courses to pre-college level courses in basic skills to honors

options in college level courses. Consistent with this commitment, Holyoke Community College provides the following:

- An educational experience broad enough in scope to give all students the opportunity to develop a better understanding of themselves and their relationship with the world in which they live;
- Programs for transfer-oriented students that are equal in content and quality to the first two years of study at a baccalaureate degree granting institution;
- Programs for career-oriented students that emphasize the conceptual and technical skills needed to enter and advance in professional technical and service careers;
- Credit and noncredit courses and programs which address the job training, certification and retraining needs of individuals as well as local agencies, businesses and industry groups;
- Courses, programs and other educational services for individuals who seek to develop the skills and discipline needed to pursue and succeed in postsecondary education;
- Partnerships and collaboratives which encourage and facilitate a successful transition from secondary school to associate degree programs to baccalaureate education.

In order to create a safe and supportive environment where the individual student can successfully pursue his or her educational goals, Holyoke Community College:

- Emphasizes quality instruction in small classes and personalized support services;
- Encourages students to develop a sense of their personal worth and increase control over their thinking and decision making;
- Requires as a core in its degree programs an exposure to diverse fields of knowledge;
- Offers a campus climate which recognizes and respects the ideas, values, perspectives and contributions of a culturally diverse community;

- Utilizes an assortment of instructional methods in order to enhance opportunities for teaching and learning; and,
- Provides educational and counseling services to reduce academic, linguistic, social, psychological, physical and financial barriers to students' success.

The College makes available to area residents its resources and facilities as a center for cultural, recreational, professional and community activities.

GOALS FOR THE FUTURE

GOAL 1: RESPOND TO THE GROWING DEMAND FROM STUDENTS SEEKING ACCESS TO ASSOCIATE DEGREE PROGRAMS, CERTIFICATE PROGRAMS AND NONCREDIT INSTRUCTION.

Labor force projections and enrollment trends at the College clearly reflect the fact that the demand is growing for postsecondary education at less than the baccalaureate level. The associate degree is rapidly replacing the high school diploma as the minimum requirement for meaningful employment. Business and industry are turning to community colleges to provide necessary training and retraining of their work force with even greater frequency than in the past. Growing competition and economic restructuring has accelerated the pace of change in the work place increasing the demand for short-term retraining and certificate programs. In addition, the number of individuals planning to earn a bachelor's degree who begin their college education at a community college is increasing. Community colleges, through 2+2+2 programs and joint admissions programs, are proving to be a vital link in the progression from high school through the baccalaureate degree. A focus on teaching as its primary mission, a history of open door admissions and expertise in teaching students with diverse educational backgrounds and geographic access make community colleges a central part of our higher education system in this state and the country. Holyoke Community College has become the college of choice for an increasing number of students of all ages and backgrounds and this trend will continue. Goal #1 is a natural outgrowth of the increasingly pivotal role played by the College in providing access to higher education in the region.

OBJECTIVES AND STRATEGIES

Respond to the increasing number of transfer oriented students enrolling at the College

- Expand the number of dual admissions or articulation agreements with all public colleges as well as the private colleges in our service area
- Provide comprehensive information about transfer programs through school guidance counselors, outreach programs and local media
- Expand honors opportunity to include freshman students

Respond to the growing number of students seeking career oriented programs

- Develop new career oriented associate degree programs in high demand areas
- Expand the assortment of certificate programs which can be completed within one calendar year
- Offer courses for professional development, re-licensing and career mobility

Respond to the growing demand for short-term credit and noncredit programs

- Develop and expand short-term programs for up-grading current job skills
- Expand assortment of short-term programs to develop skills for entry-level and new positions
- Create short-term programs to develop mastery of generic applied basic skills to meet need for a flexible work force in a changing economy

Expand educational access to an increasingly diverse student population by reaching out to underrepresented groups

- Expand outreach efforts to secondary schools and community agencies serving a high number of minority students
- Increase the number of graduates of vocational schools and high schools who enroll at the College by developing articulation agreements and 2+2 programs
- Create programs to encourage elementary and secondary school students to go on to college and to assist them in achieving this goal
- Expand intensive courses during summer session and intersession to increase access to programs
- Provide cultural and educational opportunities for senior citizens
- Create educational programs for adults who need less than postsecondary level programs including GED, literacy, job training, career and transfer services
- Engage in regional planning and collaboration as appropriate to meet the demand for high cost programs within the mission of the College which cannot otherwise be effectively offered to area residents

GOAL 2: INCREASE RETENTION AND COMPLETION RATES OF TRADITIONAL AND NONTRADITIONAL STUDENTS ENROLLED AT THE COLLEGE.

Overall retention rates at the College have remained relatively stable over the past four years. Three-quarters of entering fall day students at Holyoke Community College return the following semester to continue their education and slightly over half return for three consecutive semesters. One-third of all entering day students go on to graduate and more than half of the College's graduates transfer to four-year institutions within one year of graduation from the College. Numerous factors, some of them external to the institution, influence student retention, but many others are within the control of the College. During the past four years a broad range of grant funded activities have been aimed at improving student retention and achievement at the College. Many of these interventions achieved notable success even during a period when the rising cost of education, changing demographics and strategies to improve access and enhance academic standards could have had an adverse impact on retention. However, much more remains to be done to improve the learning environment and support services. These improvements are important to the success and retention of all students, but are particularly crucial for the retention of high risk students.

Insure that all students' preparedness for college-level study is appropriately assessed, that early warning systems are in place to identify students at risk of academic failure and that needed support is provided on a timely basis

- Develop a capacity to provide pre-admissions counseling for entering students
- Develop and implement course competencies for all developmental-level courses
- Expand early warning systems for Day Division and DCE students who are at risk to aid in the timely provision of services and support to high risk groups of students
- Develop and implement an advisor training program for new and existing faculty advisors

Create appropriate support and/or transitional programs for specific groups of students

- Develop transitional programs and/or courses to enable linguistic minority students to make the transition to college-level programs
- Expand the College's capabilities to provide counseling and other academic support services for learning disabled and physically disabled students
- Develop a transitional support program for students enrolled in 2+2 articulation programs in high schools
- Expand services for students who are not eligible or who are no longer eligible for specialized services in grant funded programs and provide ongoing tutorial and other support to enhance academic success rates

Promote a sense of belonging and shared values

- Establish a mandatory credit bearing orientation seminar for first term entering students to equip them with knowledge and skills needed to get the most from their college experience and to promote friendship and understanding among fellow students
- Demonstrate and increase interest in other cultures by providing a broader array of culturally diverse extracurricular events on campus on a regular basis

Maintain and improve the access, safety and appeal of the physical environment

- Improve the safety and appeal of the physical plant
- Improve access for the physically disabled
- Work to improve public transportation to the College's evening and summer programs
- Expand parking

GOAL 3: ENHANCE STUDENT LEARNING THROUGH THE USE OF EMERGING TECHNOLOGIES AND NEW INSTRUCTIONAL METHODS AND DELIVERY SYSTEMS.

The "Age of Technology" has created the "Age of Information" and students must be prepared to assess, analyze and use information to fully participate in the decisions and benefits derived from the power of information to influence outcomes. Students must be equipped with conceptual and basic skills needed to respond to the complex and often unanticipated demands of a changing economy and world. Mathematical skills can no longer be ignored as an essential competency required to earn an associates degree. Fundamental understanding of basic mathematical tools is today an indispensable tool for the manipulation and analysis of data in an increasingly information driven work place and society. Technological change and the information age it has spawned require new levels of computer literacy and analytical competence in our graduates. New technology also has the potential to transform what and how faculty teach. Today's and tomorrow's technology has the potential to expand learning environments and support new instructional methods which enhance student learning and improve teaching. The College must continue to develop way to utilize new technologies to better prepare students for a life time of achievement and learning in the age of information.

OBJECTIVES AND STRATEGIES

Develop a mandatory student graduation requirement in computational skills

- Revise graduation requirements to include a minimum level of computational skills
- Expand and revise curricula and remediation as required to enable students to acquire and demonstrate these skills

Revise curricula to strengthen critical thinking skills

- Establish curricular goals and objectives to strengthen critical thinking skills across the curriculum
- Revise courses and curricula to ensure that students develop the critical thinking skills needed to use and analyze information

Monitor, evaluate and disseminate information on the effectiveness of current and new instructional methods

- Encourage new approaches to student assessment
- Support classroom research to evaluate teaching and learning
- Use information technologies to provide better, more efficient access to information and services for students

Provide an assortment of different teaching/learning environments to enhance the quality of instruction and improve student learning

- Design and implement additional interdisciplinary courses and learning communities
- Develop and offer Honors Seminars during the intersession and summer terms

Implement new instructional methods which utilize emerging instructional technologies and new delivery systems

- Provide curriculum specific workshops on the use of educational technology and the manner in which it can enhance the effectiveness of instruction
- Seek resources to provide release time for faculty training and curriculum revision required to incorporate the use of new technologies into academic programs
- Review course syllabi and programs in order to identify opportunities for the use of educational technologies such as CAI, interactive video, and multimedia
- Develop and fund professional development opportunities related to the use of instructional technology
- Create a media center to accommodate student use of CD ROM, and interactive video
- Renovate designated classrooms to accommodate the use of instructional technologies such as the satellite dish, video/VCR
- Utilize technology to expand access to materials in the LRC as well as those available at other institutions

- Utilize technology to provide a more flexible and self-paced learning environment, accessible to students weekends and early mornings as well as evenings
- Seek grant funds to secure new equipment needed to support the use of educational technology

Provide a comprehensive program of professional development activities for faculty and staff

- Encourage and support participation in courses/workshops/seminars related to teaching methods and course content
- Support a regular and appropriately scheduled assortment of development activities for all employees sponsored by the Professional Development Center through the Professional Development Committee
- Expand the collection of materials related to professional development
- Provide opportunities for faculty and staff to enroll in courses related to their discipline and/or instructional methods
- Establish a mentor system for new full-time and part-time faculty
- Expand the number of technical support staff to provide technical support to faculty and staff developing new applications of new technology
- Encourage faculty and staff to continue a life of learning for its own sake by providing funds and time for workshops, courses and other intellectually uplifting opportunities to promote a common interest in learning

GOAL 4: OFFER A COMPREHENSIVE ASSORTMENT OF CURRICULA AND ENHANCE THE QUALITY AND CURRENCY OF PROGRAMS/COURSES.

Changes in curricula offerings will be more frequent and more far reaching than in the past as the College seeks to maintain the quality of an array of programs which meet the expectations of employers and transfer institutions. Technological change and economic restructuring ensure that curricula must be adapted to keep pace with changes in nearly every occupation. At the same time, there will be an ongoing need to delineate critical core curricula which transcend new and changing technological applications of fundamental principles. The integration and application of curricula becomes more challenging as knowledge

grows at an accelerating pace. The College must seek opportunities to work more effectively with other educational institutions as well as the business community to leverage the limited resources available to enhance the quality and currency of its programs.

OBJECTIVES AND STRATEGIES

Ensure career curricula meet the requirements of area employers

- Expand and improve the College's scanning and planning processes for identifying training needs and areas for future program development
- Utilize the DACUM process to modify existing curricula and develop new ones
- Maintain advisory committees for occupational programs
- Encourage activities that demonstrate the relationship between theory and practice
- Provide state-of-the-art equipment to support instruction

Develop and secure funding for new associate degree and certificate programs in high growth areas

- Secure institutional funding for Ophthalmic Tech and evaluate the feasibility of establishing an LPN program
- Develop a Security and Loss Prevention within the Law Enforcement Curriculum and expand the Law Enforcement curriculum to include a Corrections option and appropriate electives
- Further develop CAD and Micro Technology program offerings

Expand the assortment of certificate programs for students who are seeking short-term training in order to prepare for employment

- Expand courses, workshops and CEUs for professionals in Education, Environmental Science, Radiological Technology, Nursing and other curricula
- Expand the assortment of courses offered and shorten response time
- Modify curriculum approval process to permit a shorter response time to emerging needs and to allow more innovative offerings

- Develop new courses in areas of need
- Revive elective courses not currently offered and offer them on a periodic basis

Implement new instructional formats and environments to enhance teaching and learning

- Supplement regular classroom instruction with mentor programs and discussion sections to improve student success in high risk courses
- Develop co-curricular activities to complement classroom instruction
- Create new classroom/teaching area configurations to support current and new programs and course offerings

Ensure that transfer programs meet the needs of transfer students

- Hold meetings with transfer institutions on a regular basis to ensure that transfer curricula are maintained
- Adjust transfer curricula as necessary and appropriate to meet current needs

Regularly evaluate all curricula to ensure that they meet institutional standards as well as those of accrediting groups

- Adopt a schedule for evaluation of all existing curricula on a regular basis
- Secure re-accreditation of programs currently accredited by external groups
- Seek accreditation of all non-accredited programs for which recognized external accrediting groups exist.

GOAL 5: ATTRACT AND SERVE A DIVERSE STUDENT POPULATION AND ENABLE ALL STUDENTS TO DEVELOP A GREATER KNOWLEDGE AND APPRECIATION OF DIVERSITY.

The need to address issues of racial and cultural diversity and multicultural education merits special emphasis. There are compelling reasons why old and young alike need to broaden their understanding of peoples and cultures whose view of the world differs from their own. Sadly, the problem of racial and ethnic strife knows no regional or national boundaries. Violence, famine, economic and social oppression, prejudice and xenophobia are all too often manifestations

of racial and ethnic disharmony which still threaten peace and prosperity in this nation and the world abroad.

First, and most compelling of these reasons is the waste of human life and human potential which results from such conflict. Second, the world is a smaller place, whether measured by the potential for military aggression or intervention, or the instantaneous impact of the media or the resonance of cultural and political change beyond traditional boundaries or the unprecedented mobility of peoples on this plant. The peoples of the world, like those of this nation, cannot afford not to get along. Third, this country, in spite of its wealth and democratic tradition, does not yet have a social, economic or political system which equitably includes people of color or fully reflects its heterogeneous population. There are an increasing number of women, men and especially children in this country who are economically disenfranchised. A vast majority of them are of African and Latino descent. Finally, the diversity of our nation's population is rapidly increasing and we know that by the year 2020 the "minority" population in this country will be the "majority." This nation's future strength depends upon its citizens learning, living and working together in harmony.

The world in which Holyoke Community College's future graduates will live and work is changing. The region and the College have already experienced many of these changes. The racial and cultural heritage of the people who live and work in the Pioneer Valley is far more diverse than in the past. The number and percentage of minority students at the College has grown steadily over the past decade. Businesses in the region are engaged in the global economy as never before, and many are eagerly seeking the opportunities that these new markets can provide. On campus, as elsewhere, there is a growing realization that knowledge and appreciation of racial and cultural differences can enrich and strengthen society. The College wants to provide an educational experience and institutional climate that will attract and serve a diverse student population and enable all students to develop a greater knowledge and appreciation of diversity.

Finally, just as need to address issues of racial and cultural diversity and multicultural education merits special emphasis, so too does the need to understand differences in sexual orientation and the needs of the physically challenged and the learning disabled. There has been a dramatic increase in the

number of disabled and physically challenged students enrolled at the College and this trend will continue. Although Holyoke Community College has a comparatively compact and accessible campus, much remains to be done to modify physical facilities to improve access for physically challenged students. The College needs to expand its capabilities to provide counseling and other support services for learning disabled and physically challenged students. New and emerging technologies can assist learning and communication and minimize physical barriers in ways never before possible. The College needs to expand access to such technology. Lastly, all members of the college community need to work together create a learning and social environment that is welcoming to and supportive of all students regardless of their backgrounds or types of abilities.

OBJECTIVES AND STRATEGIES

Enroll an increasing number of minority students

- Sponsor programs and activities designed to encourage minority students enrolled in elementary and secondary schools to continue their education and to assist them achieve this goal
- Support and expand collaborative approaches among public school systems and colleges and universities in the region to expand minority access to higher education
- Develop and publish recruitment materials in Spanish and other languages
- Seek opportunities to develop collaborative arrangements with community agencies and school systems to provide ESL instruction at other sites.
- Explore strategies for providing additional financial support to supplement financial aid awards for needy students
- Continue to modify facilities in order to improve access for physically challenged students

Increase the retention of minority students

- Develop transitional programs and/or courses to enable linguistic minority students to make the transition to college-level programs

- Provide ongoing tutorial assistance as needed to students moving beyond transition programs
- Seek resources to increase the number of full-time faculty and staff responsible for ESL support and ESL instruction
- Supply second language training for professional and classified staff
- Increase the number of personnel in key areas such as admissions, financial aid, the Registrar's Office and the Business Office who are multilingual
- Expand the College's capabilities to provide counseling and other academic support services for learning disabled and physically disabled students
- Provide professional development opportunities for faculty and counselors to enable them to develop new strategies for working with learning disabled, physically disabled and linguistic minority students
- Develop and provide a regular program of workshops and seminars which will enable professional and classified staff to become more sensitive to cultural issues and knowledgeable about cultural differences
- Encourage all members of the college community to organize and participate in activities which celebrate diversity

Establish new courses and expand the scope of existing courses to provide an educational experience that will enable all students to develop an increased awareness and appreciation of other cultures

- Review and revise existing courses, particularly those which meet core or curriculum requirements, to impart knowledge and appreciation of other countries or cultures
- Promote international studies
- Expand course offerings to provide insight into diverse cultures and life experiences
- Acquire additional resource materials to ensure that the LRC collection supports a curriculum which encompasses diversity
- Provide opportunities for faculty to enhance their knowledge of other cultures particularly as they relate to their discipline and encourage and

support faculty efforts to revise existing courses in order to include topics related to other counties or cultures

Recruit and retain a culturally diverse faculty and staff

- Continue to disseminate information on employment opportunities to agencies and organizations which serve the minority community
- Create internship opportunities for minority graduate students who are interested in careers in higher education
- Review the proposed qualifications for vacant or new positions and, where relevant, give preference to candidates who are bicultural and/or bilingual
- Establish realistic recruitment goals to include minority candidates in every applicant pool
- Provide training for supervisors to enable them to more effectively work with a culturally diverse staff
- Develop and implement a mentor program for new minority employees

GOAL 6: ACQUIRE AND MANAGE THE HUMAN AND FISCAL RESOURCES OF THE COLLEGE TO ENSURE THEIR EFFECTIVE AND INNOVATIVE USE IN CARRYING OUT THE MISSION OF THE COLLEGE.

Holyoke Community College's most fundamental resource is human. It is the faculty, staff and students who make up the College's teaching and learning community. Holyoke Community College's faculty are well qualified, committed to academic excellence, and dedicated to teaching and the mission of the College. Students, the life blood of the institution, come with increasingly diverse backgrounds and talents, and are drawn to the College because of its sound reputation. But there is no doubt that the 30% reduction in state appropriations during the past five years has taken its toll. Cutbacks created a 21% vacancy rate collegewide, forced a 42% increase in tuition since 1987, prompted a near doubling of sections taught by part-time faculty, created a serious backlog of deferred maintenance, delayed the replacement and updating of academic equipment, and resulted in a salary freeze from 1988-1992. From 1988 to 1990, Massachusetts fell to 50th among the states in the rate of improvement in state funding of higher education. It is essential that the

College take those steps within its grasp to enhance and conserve existing resources.

During the next five years, securing additional resources will be a primary goal. The Holyoke Community College will be vigilant about pursuing those objectives central to our primary mission and will reallocate resources where required to increase effectiveness. The College will support, seek and acquire better means of evaluating programs and services to determine what's working and what needs changing. Faculty and staff development will play a prominent role in assisting personnel acquire the knowledge, skills and new perspectives necessary to achieving the institution's long-range goals. The College will generate and share resources through collaborative efforts when it is the most effective way of extending our present capabilities to meet regional needs.

OBJECTIVES AND STRATEGIES

Secure additional resources to support instruction and services

- Seek additional state funds
- Reduce reliance on student fees and tuition
- Seek new positions in order to support the goals and objectives of the long-range plan
- Seek and employ strategies to regain a competitive position in hiring and retaining outstanding faculty
- Seek permanent support for grant funded activities, central to the long-range mission and goals of the College
- Maintain an appropriate balance of part-time and full-time faculty
- Reduce and contain expenditures
- Increase the total amount of external funds received by the College through private contributions and public and private grant funding
- Utilize the Holyoke Community College Foundation to supplement funds
- Evaluate and optimize investment strategies for college funds

Regularly evaluate programs, services and activities in order to improve efficiency, effectiveness and responsiveness

- Develop criteria which will allow for the measurement of the effectiveness of both programs and services
- Encourage a proactive approach to problem solving which encourages the adoption of solutions which prevent future problems
- Evaluate the administrative support services (mail, printing, business office, bookstore, cafeteria) to enhance productivity and/or reduce operating costs

Provide professional development opportunities to enhance the skills of all employees of the College

- Train and support faculty, professional and classified staff in the use of computers and other new technology to improve effectiveness and productivity
- Develop and offer workshops for faculty and staff in the use of new instructional applications of technology
- Provide courses/workshops/seminars on teaching methods and content areas
- Support a variety of activities to be offered through the professional development center and continue to acquire resources for professional development
- Identify appropriate training for second language acquisition for staff and provide such training during work hours
- Conduct in-house seminars on diversity

GOAL 7: REPAIR, MAINTAIN AND EXPAND THE PHYSICAL PLANT TO SUPPORT THE MISSION OF THE COLLEGE.

Sound investment in the College's physical plant is essential for the health and safety of students and fundamental to carrying out the mission of the institution. Facilities require ongoing investment to maintain their functional and financial value and to adapt the physical plant to new needs. The campus is currently made up of seven buildings totaling 472,311 gross square feet of space and its replacement value is estimated at $62,020,900.

In recent years enrollments have risen dramatically and with this increase in enrollments has come an increase in wear and tear on buildings and equipment. The disabled student population has also increased ten fold. In 1992, 201 disabled students were enrolled at the College. This increase coupled with the recently enacted Americans with Disabilities Act, has heightened the demand for access. The College has also responded to the changing and growing needs of the community. Along with these changes has come a growth in an array of essential programs and services never envisioned when Holyoke Community College was built. This growth has created a critical space shortage. Not only is there a serious shortage of space for new programs and services, but the physical plant lacks the flexibility to provide the right type of space in the right place to accommodate many of our current needs.

While the College has continued to serve both students and the local community, the physical plant budget has steadily declined in spite of rising costs, and the College has had to assume a greater share of the bill. Deferred maintenance has been an inevitable consequence of chronic underfunding. The backlog of $3.2 million in deficiencies must be addressed as well as the need to expand facilities. Needs have changed significantly since the campus was constructed 20 years ago. The College enrolls today 3,646 Day Division students and 1,988 DCE students in a physical plant originally designed for 2,500. An additional academic building and physical education space are needed. Along with expansion of facilities comes the need to expand parking. Plant renewal and expansion are critical to carrying out the priorities and mission of the College over the next five years.

OBJECTIVES AND STRATEGIES

Address $3.2 million dollar backlog of deferred maintenance

- Seek funds to correct structural deficiencies
- Obtain funds for replacement of deteriorated roof systems
- Provide adequate funding for plant renewal and preventive maintenance

Use existing space more efficiently and creatively

- Conduct periodic space needs analysis and utilization studies to facilitate accommodation of changing space needs and effective use of the physical plant

- Adjust scheduling of classes and programs to maximize efficient use of limited space and improve utilization during off-peak periods
- Develop more flexible staffing patterns in order to accommodate students in peak periods
- Identify and recruit specific groups of students who would prefer to use college facilities at nonpeak periods such as late afternoon or weekends
- Continue to explore nontraditional times for classes
- Expand use of the campus for intensive courses during the summer and intersession to enhance access to programs
- Reorganize the space allocated to student services to improve cooperation and efficiency

Renovate and reconfigure existing facilities to better meet the needs of students and staff

- Seek funding for renovation and retrofitting of space to better accommodate new and existing programs
- Explore new classroom/teaching configurations to support current program/course offerings
- Provide adequate, efficient, and appropriate space for traditional and innovative learning activities
- Reconfigure space within the LAC to provide adequate space for innovative technology
- Renovate bookstore and cafeteria
- Improve access to building and classrooms to accommodate disabled and handicapped students and staff
- Increase the number of parking spaces
- Repair buildings and provide a safe campus environment

Expand current facilities and capabilities to meet the needs of a growing student body

- Acquire sufficient state-of-the-art equipment and software to support instruction and administration

- Explore sources of support for a physical education building and a new academic building
- Upgrade or replace the existing telephone system

GOAL 8: STRENGTHEN THE COLLEGE'S EXTERNAL RELATIONS.

The College communicates regularly with key individuals and groups responsible for making decisions which affect the mission and funding for this and all Massachusetts public colleges. During the past several years Holyoke Community College provided the leadership for an aggressive campaign to inform the public at large and government and educational leaders about the critical educational and economic contribution of community colleges to the welfare of the Commonwealth. These efforts played a pivotal role in building public support for increased funding for public higher education in the Commonwealth.

Future enrollments, opportunities for development of new programs and services, creat .n of collaborative partnerships with business and industry and area schools, and public and private financial support for Holyoke Community College rest upon maintaining a high level of awareness of the interests and accomplishments of the College and its graduates. The upcoming 50th anniversary of the founding of Holyoke Community College, provides the institution with a unique opportunity to create new and strengthen established ties with the community and friends of the College to improve education and increase resources to better meet the needs of the region in the 21st century.

The Holyoke Community College today enjoys strong regional support and has a large and active alumni association. The College plans to build upon this base of support. Continuing resource constraints and changing educational and economic needs of the region will require an expansion of regional collaborative efforts with secondary schools and colleges, business and industry and other service providers.

OBJECTIVES AND STRATEGIES

Expand collaborative efforts with secondary schools and colleges

- Design and secure funding for projects which introduce traditional and nontraditional secondary school students to the College
- Develop and maintain articulation agreements with secondary schools
- Regularly review performance of students and share assessment with secondary schools which have significant numbers of graduates attending the College
- Develop and maintain articulation and joint admissions programs with transfer institutions.
- Increase joint planning and partnerships with business and industry in the region
- Improve the College's environmental scanning and needs assessment by strengthening links with area business organizations and planning groups
- Establish and reinvigorate advisory committees in conjunction with occupational and professional programs and non-career programs

Strengthen the College's relationships with other service providers in the community in order to develop new educational and cultural collaboratives

- Identify programs and projects which could be enhanced by collaboration
- Implement a "friend raising" program in order to become more aware of the goals of other groups in the community
- Expand participation on community boards and committees and maintain contacts with volunteer organizations
- Develop and promote opportunities for student community service projects which evidence shared commitment to addressing important needs in the community and which build upon the talents and interests of faculty and students

Strengthen community and alumni financial commitment to the College

- Encourage and support the fund raising efforts of the HCC Alumni Association

- Strengthen and support the HCC Foundation

Commemorate the 50th anniversary of the founding of the College

- Build public awareness of the College's past accomplishments, present contributions and promise for the future
- Conduct a comprehensive capital fund raising campaign

GOAL 9: STRENGTHEN INSTITUTIONAL ASSESSMENT TO IMPROVE THE QUALITY OF EDUCATIONAL PROGRAMS AND SERVICES FOR STUDENTS.

Central to informed planning, effective decision-making and efficient resource allocation is the capacity to evaluate institutional effectiveness and to utilize this information in a timely manner. Congruence between goals and objectives, and actual outcomes of programs and activities intended to accomplish these ends, can only be assured through systematic, ongoing institutional assessment that is an integral part of the operation of the institution. In the past, the College has focused considerable energy and resources on developing this capacity. Today, the College has an established Office of Institutional Research, faculty engaged in numerous classroom research efforts designed to improve teaching and learning, a graduate follow-up database spanning more than 15 years and a comprehensive student retention tracking system.

Yet much remains to be done to make institutional assessment more rational, more systematic, more accessible and more documented to ensure that the institution is pursuing strategies that are producing end results desired. Monitoring outcomes which focus on the teaching-learning experience is more important and complex as the College seeks to meet the educational needs of an increasingly diverse student population. To be valid, the approach to assessment must be comprehensive and involve broad participation in the process. Faculty, administrators and staff alike must focus on the connections between mission statements, goals and objectives, established outcome measures and activities to accomplish these outcomes. Assessment methods must be both qualitative and quantitative since quantitative data alone cannot tell the story. Internal assessment is a healthy process. Done well, institutional assessment can provide

the insight and impetus required for needed change which goes to the heart of sustaining program quality and self-improvement of educational services.

External governmental, accrediting agencies and consumers are also demanding more focused reporting about the value and quality of a college education. New England Association of Schools and Colleges, Inc. has recently reaffirmed the importance of each institution measuring its effectiveness and revised its standards for accreditation accordingly. It expects each institution to "monitor its effectiveness in achieving its mission and purposes" and that "in due time its assessment efforts will be more comprehensive, systematic, integrative, and organic."

The College recognizes this obligation to evaluate institutional effectiveness and to use the results to improve educational outcomes. The following goals and objectives were identified to improve the College's ability to assess effectiveness of programs and services and to use this information to improve the quality of educational programs and services.

Expand the systematic, ongoing assessment of student outcomes

- Improve ability to track transfer student outcomes
- Expand and regularly evaluate the success of outreach efforts to secondary schools and community agencies, particularly those serving a high number of minority students
- Expand current student information tracking system to integrate data regarding students applying for admission but not enrolling at the College
- Create specialized student information tracking programs to aid in the timely provision of services and support to high-risk groups of students
- Expand and implement an early warning system for Day Division and DCE students who are at risk
- Provide reports each term regarding student retention at the College and student performance in high risk courses
- Improve the College's ability to assess the impact of changes in tuition, fees and financial aid on the access and retention of students at the College

- Systematically disseminate and use trend data and assessment of outcomes to support a proactive "quality assurance" approach to target efforts and resources on areas of greatest need to improve programs and services
- Regularly review performance of students and share assessment with secondary schools which have significant numbers of graduates attending the College

Regularly evaluate all curricula to ensure that they meet institutional standards as well as those of accrediting groups

- Hold meetings with transfer institutions on a regular basis to ensure that transfer curricula are maintained or adjusted as needed
- Adopt a schedule for evaluation of all existing curricula on a regular basis
- Secure re-accreditation of programs currently accredited by external groups
- Seek accreditation of all non-accredited programs for which recognized external accrediting groups exist

Annually review and evaluate changes in Day Division program enrollment and placement patterns to assess long-range potential of each program

- Annually review four-year history of applications, total enrollments and related placement for each curricula and identify growth-oriented, stable demand and declining demand curricula (defined below as per prior HCC long-range plans)
- Identify growth oriented curricula as those programs which have shown an overall rate of growth in applications and enrollments greater than the growth experienced by the College as a whole, and which have placement rates greater than or equal to the all-college rate
- Identify declining demand curricula as those programs which have shown a decline of 10% or more in both applications and enrollments or a rate of related placement that is below the all-college rate by 10% or more in two of the past three years
- Identify stable demand curricula as those programs which do not fit the above definition of growth oriented or declining curricula

- By December of each academic year, the Dean of Academic Affairs will identify those curricula which exhibit a pattern of declining student demand (defined above), conduct a study designed to determine the cause for the decline, and assess the long-range potential of the curricula. The Dean will submit recommendations for action to the President
- By February of each academic year, the Dean of Academic Affairs will identify those curricula which exhibit a growth pattern of student demand (as defined above). The long-range potential of these curricula will be determined, resource needs identified, and realistic enrollment goals determined.
- Regularly evaluate support programs, services and activities in order to improve efficiency, effectiveness and responsiveness
- Expand the types of information available about factors that contribute to student learning and development at the College
- Assess current levels of effectiveness of existing programs and services and establish benchmarks for measuring change
- Systematically disseminate and use trend data and assessment of outcomes to support a proactive "quality assurance" approach to target efforts and resources on areas of greatest need to improve programs and services
- Develop criteria which will allow for the measurement of the effectiveness of both programs and services
- Expand institutional research capacities at the College to provide multiple measures of institutional and program effectiveness on a timely and regular basis
- Encourage a proactive approach to problem solving which encourages the adoption of solutions which prevent future problems
- Evaluate the administrative support services (mail, printing, business office, bookstore, cafeteria) to enhance productivity and/or reduce operating costs
- Expand access to data for planning and decision making

- Conduct periodic space needs analysis and utilization studies to facilitate accommodation of changing space needs and effective use of the physical plant

Improve College's ability to identify and respond to emerging regional needs

- Engage in regional planning and collaboration as appropriate to meet the demand for high cost programs within the mission of the College which cannot otherwise be effectively offered to area residents
- Utilize the DACUM process to modify existing curricula and develop new ones
- Increase joint planning and partnerships with business and industry and regional planning groups in the region and improve the College's environmental scanning and needs assessment by strengthening these links
- Establish and reinvigorate advisory committees in conjunction with occupational and professional programs and non-career programs
- Strengthen the College's relationships with other service providers in the community in order to develop new educational and cultural collaboratives
- Identify programs and projects which could be enhanced by collaboration

Prepare to address the new NEASC standards for outcomes assessment by 1995

- Review new requirements and identify areas college needs to strengthen
- Develop plan to implement improvements in outcomes assessment as necessary

MEMBERS OF THE LONG-RANGE PLANNING COMMITTEE

Academic Year 1992-93

Joan Culley, Chairman
Laura Coelen, Vice Chairman
Carrie Buckner, Student Services
Judith Campbell, Learning Resources Center
Frank Cressotti, Humanities
Julie Dupuis, Science/Electronics/Mathematics
Nancy Eddy, Dean of Administration
Wayne Emerson, Continuing Education
George Gaudette, Social Sciences
Elaine Ironfield, Dean of Institutional Development
Michelle Rainville, Student Development
Gloria Rembert, Business Division
Murray Schuman, Social Sciences
Toby Tamarkin, Dean of Academic Affairs
Victor Thomas, Science/Electronics/Mathematics

PLANNING TEAMS

I. Academic Dean's Office
Marion Copeland
Ruth Elcan
William Hutchinson
Helen Kapinos
Toby Tamarkin
Murray Schuman
Idelia Smith
Marylou Theilman
Fern Winckel

Arts & Humanities
Anne Barry
Ronnie Copeland
Frank Cressotti
Ruth Elcan
Jean Hatch
Eileen Kelley
Pamela Kennedy
Judy Oberholtzer
Jill Toler

Business
Anne Potter
Ken Gauthier
Helen Kapinos
Linda Kinney
Sue Mackler

Health Sciences
Gary Beluzo
Richard Golas
Laurie Pierce
Kathryn Root
Marylou Theilman
Patricia Triggs

Instructional Resources
Judith Campbell
Theresa Labato
Kathleen McDonough
John Hardy
Kathy Holmes
Ed Murch
Elizabeth Sheehan

Science, Engineering & Mathematics
Erica Bergquist
Andrew Ellis
William Hutchinson
David Julian
John Sokol
Victor Thomas
Elizabeth Tite

Social Sciences
George Ashley
George Gaudette
Rodney Dube
Doris Knight
Jack Mino
Miriam Sajkovic
Murray Schuman

II. Administrative Services
Mike Chiconski
Ed Condel
Curt Foster
Mike Giampietro
Tom Jacques
Terry Murphy

III. Continuing Education
Wayne Emerson
Tony Fellegrino
Cindy Scavone
Kenden White

IV. Institutional Development
Erica Broman
Laura Coelen
Ellen Gold
Elaine Ironfield
Judy Turcotte

V. Student Development
Paul Raverta

Admissions
Terri Labine
Richard Ocasio

Co-op Ed & Career Services
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William Baxter
Teresa Howard
Richard Powers
Fern Winckel

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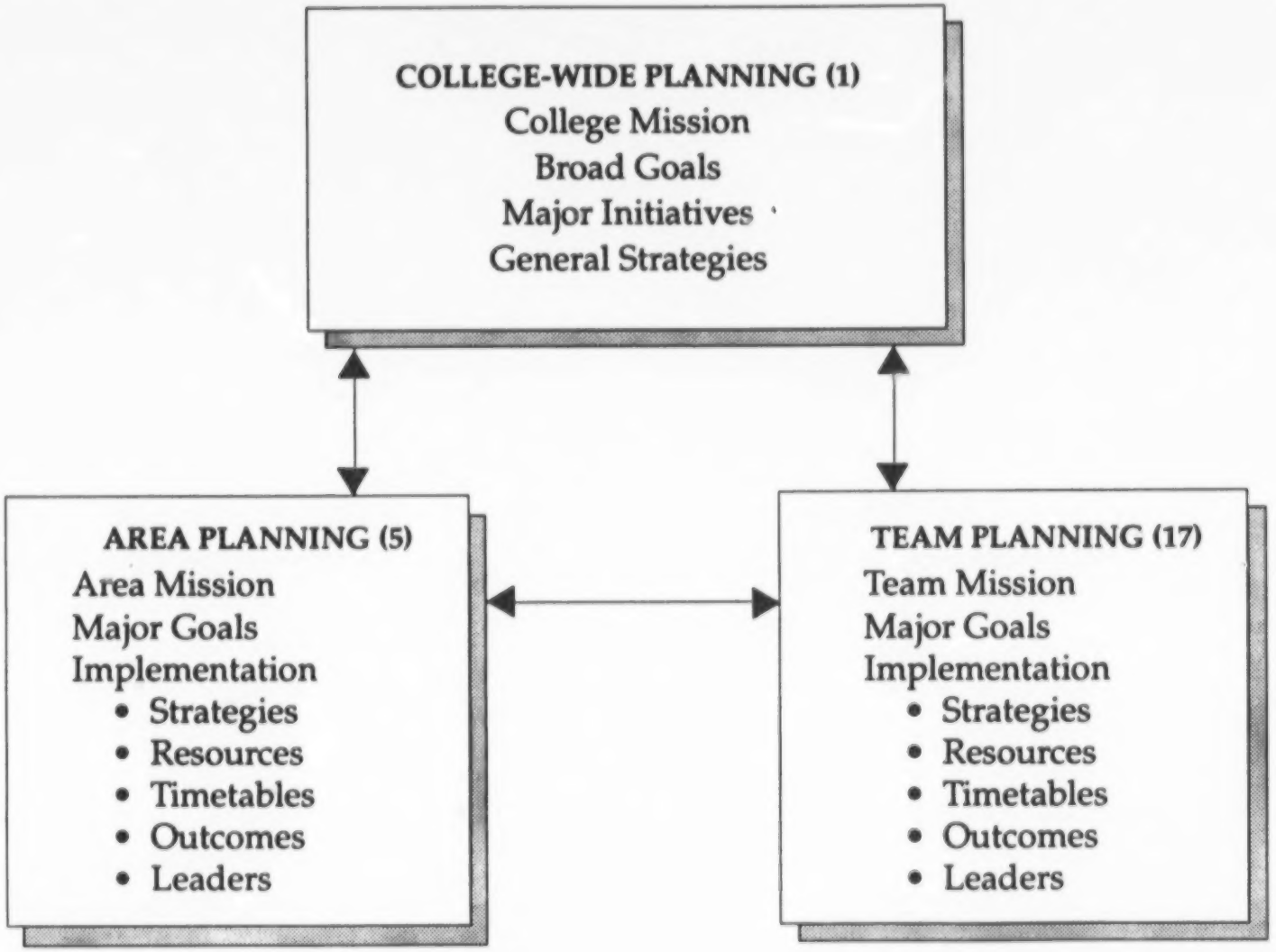
Maureen Conroy
Gail Hilyard
Carmen Hernandez
Mary Jane O'Conner
Cynthia Parentela
Lucy Perez
Edwin Sanchez

Registrar's Office
Diane O'Hearn

WIT
Jean Goodwin

Financial Aid
Paul Baker
Karen Blackmer

PLANNING PROCESS



CONTEXT FOR PLANNING

External Trends
Internal Trends

Strengths
Weaknesses

Threats
Opportunities

PLANNING ASSUMPTIONS ABOUT INTERNAL TRENDS

Most Important **INTERNAL** Environmental Trends Affecting Your Area:

What else do you need to know unique to your area?

PLANNING ASSUMPTIONS ABOUT EXTERNAL TRENDS

Most Important **EXTERNAL** Environmental Trends Affecting Your Area:

What else do you need to know unique to your area?

MAJOR ISSUE _____

OPPORTUNITIES What opportunities does this issue present?	**THREATS**: What threats does this issue present?

FORMULATING LONG-RANGE GOALS: STEP 1

STRENGTHS: List unique capabilities or resources available to build upon	**WEAKNESSES**: What could be done better or needs enhancement?

FORMULATING LONG-RANGE GOALS

Contrast the division/area today with that of the future. Consider opportunities open to you and potential threats you must be prepared to meet. Give greatest weight to opportunities which offer greatest benefits, require fewest resources and offer a high probability of success. Consider most seriously those threats which are most probable and which you are least prepared to meet. You may wish to consider factors relating to: a) enrollment; b) scope and quality of instruction; c) human, physical and fiscal resources; d) relationships with the community, secondary schools, and other higher education institutions; and e) planning and evaluation. But in any event, consider carefully how the goals you select relate to the five major planning issues identified by the Long-Range Planning Committee.

PRELIMINARY LIST OF MAJOR LONG-RANGE PLANNING GOALS	ISSUES 1	2	3	4	5

*ISSUES: 1 = Role of Community College; 2 = Institutional Identity; 3 = Information Age; 4 = Diversity; and 5 = Enhancing Resources

STRATEGIES FOR IMPLEMENTATION

Goal:_____

IMPLEMENTATION STRATEGY	RESOURCES REQUIRED (1)	TIMETABLE (2)	OUTCOMES	LEADERS (3)

(1) Space, people, and equipment required
(2) Estimated beginning and ending (term/year)
(3) Individual responsible for implementaing a strategy

COPY AS NEEDED

SYNTHESIZING PLANS

	CRITICAL ISSUES				
PROCESS	ROLE	IDENTITY	INFO AGE	DIVERSITY	ENHANCE
Enrollment					
Curriculum					
Instruction					
Environment					
Resources					
External Relations					

A.	**Enrollment** Size Composition Retention
B.	**Curriculum** Courses Core Requirements Collaboration/Articulation
C.	**Instruction** Teaching Academic Support Technology
D.	**Environment** Physical Plant/Space Service Institutional Climate
E.	**Resources** Staff and Faculty Development Communications Student Services Acquisition of Resources Management of Resources
F.	**External Relations** Public & Community Support Governmental Relations

EXAMPLE OF SYNTHESIS

Enrollment/Retention

OBJECTIVE: Improve Retention Date

- ✔ At-Risk Student Early Warning System (SD)
- ✔ Provide Regular Retention Studies (AA,ID)
- ✔ Create Specialized Tracking Programs (DCE, ID)
- ✔ Advisor Training for New Faculty (AA)
- ✔ Expand Counseling for DCE Students (DCE)
- ✔ Provide Safe Campus Environment (AS)

SD	=	Student Development
AA	=	Academic Affairs
ID	=	Institutional Development
DCE	=	Continuing Education

% OF POPULATION BY RACE AND HISPANIC ORIGIN

HCC TOP DRAW TOWNS

City/Town	Year	Total Pop	Total Pop	% Non-Hsp White	% Hsp	% Non-Hsp Black	% Asian & Pac I	% Am In Esk & Al	% Non-Hsp Other	% Total Minority
Holyoke	1990	43,704	100%	65.25	31.06	2.62	0.81	0.24	0.02	34.75
	1980	44,678	100%	83.23	13.80	2.24	0.28	0.13	0.33	16.77
Chicopee	1990	56,632	100%	93.93	3.62	1.70	0.58	0.12	0.05	6.07
	1980	55,112	100%	97.47	1.14	0.68	0.41	0.07	0.23	2.53
Springfield	1990	156,983	100%	63.62	16.90	18.14	1.04	0.02	0.08	36.38
	1980	152,319	100%	73.84	9.06	16.22	0.34	0.14	0.40	26.16
Westfield	1990	38,372	100%	93.94	4.08	0.82	0.77	0.11	0.28	6.06
	1980	36,465	100%	95.77	2.81	0.74	0.51	0.06	0.11	4.23
Agawam	1990	27,323	100%	97.38	1.13	0.87	0.49	0.12	0.01	2.62
	1980	26,271	100%	98.24	0.70	0.57	0.22	0.09	0.18	1.76
W. Springfield	1990	27,537	100%	94.50	2.96	1.25	1.12	0.19	-0.01	5.50
	1980	27,042	100%	97.86	0.74	0.74	0.43	0.09	0.15	2.14
So. Hadley	1990	16,685	100%	95.20	1.26	1.02	2.40	0.09	0.03	4.80
	1980	16,399	100%	97.76	0.57	0.61	0.85	0.04	0.18	2.24
Easthampton	1990	15,537	100%	97.06	1.76	0.33	0.82	0.10	-0.07	2.94
	1980	15,580	100%	99.11	0.51	0.15	0.14	0.03	0.06	0.89
Northampton	1990	29,289	100%	91.14	4.10	1.67	2.90	0.19	0.01	8.86
	1980	29,286	100%	96.04	1.90	1.00	0.63	0.17	0.26	3.96
Ludlow	1990	18,820	100%	97.07	2.02	0.20	0.59	0.09	0.04	2.93
	1980	18,150	100%	96.66	1.88	0.69	0.26	0.12	0.40	3.34

Region	Median Household Income in 1989		Mean Household Income in 1989 by Race & Ethnicity						HCC 1992 Day Enroll	
			White		Black		Hispanic: All Races		In-state	$ In-state
	Number	Median	Number	Mean	Number	Mean	Number	Mean	Students	Enrollment
Massachusetts	2,244,406	$36,952	259,351	$46,677	98,896	$31,360	78,817	$26,293	3,620	100%
Hampden Co.	169,490	31,100	148,771	39,006	11,393	27,629	12,555	18,549	—	—
Hampshire Co.	49,906	34,154	47,775	41,146	613	32,069	925	25,990	—	—
Primary Service Area	**207,198**	**32,091**	**185,699**	**39,262**	**11,593**	**27,754**	**13,010**	**18,906**	**3,362**	**93%**
Agawam	**10,382**	**37,261**	**10,197**	**42,009**	**72**	**46,540**	**94**	**34,480**	**213**	**6%**
Belchertown	3,791	38,868	3,728	42,984	7	6,981	32	44,176	77	2%
Blanford	423	39,018	423	42,827	—	—	2	20,280	9	0%
Brimfield	1,104	36,227	1,093	36,860	11	20,824	0	—	2	0%
Chesterfield	357	36,106	357	41,821	0	—	0	—	10	0%
Chicopee	**22,536**	**28,905**	**21,814**	**33,630**	**319**	**33,853**	**584**	**28,917**	**408**	**11%**
E. Longmeadow	4,655	41,372	4,600	48,417	48	26,536	15	30,651	63	2%
Easthampton	**6,160**	**33,733**	**6,073**	**38,059**	**7**	**53,201**	**83**	**25,524**	**159**	**4%**
Goshen	317	39,554	314	41,060	0	—	0	—	2	0%
Granby	1,932	41,277	1,920	47,990	6	16,001	22	40,290	63	2%
Granville	480	41,591	472	46,472	5	46,148	0	—	6	0%
Hadley	1,624	36,864	1,597	42,661	0	—	2	36,536	14	0%
Hampden	1,636	46,638	1,615	53,161	10	34,008	16	29,455	22	1%
Holland	795	36,941	786	39,693	0	—	4	45,001	0	0%
Holyoke	**15,871**	**22,858**	**12,631**	**33,747**	**509**	**19,642**	**3,539**	**15,226**	**526**	**15%**
Huntington	718	33,438	714	38,020	2	12,101	8	42,212	12	0%
Longmeadow	5,333	63,203	5,192	84,572	29	99,838	23	154,604	49	1%
Ludlow	**6,870**	**36,247**	**6,804**	**38,357**	**24**	**37,950**	**136**	**40,642**	**113**	**3%**
Monson	2,633	35,958	2,633	41,265	0	—	0	—	25	1%
Montgomery	258	46,818	258	50,288	0	—	2	22,417	0	0%
Northampton	**11,151**	**31,097**	**10,731**	**36,330**	**118**	**22,767**	**239**	**27,859**	**222**	**6%**
Palmer	4,747	31,159	4,693	36,659	25	28,465	0	—	28	1%
Pelham	487	49,050	477	56,134	6	49,340	8	45,523	0	0%
Russell	557	36,927	552	40,724	2	108,001	0	—	10	0%
So. Hadley	5,865	38,694	5,876	45,121	54	63,938	17	35,098	140	4%
Southampton	1,541	45,132	1,535	49,404	0	—	5	25,701	53	1%
Southwick	2,725	40,656	2,672	42,499	15	39,587	27	24,442	59	2%
Springfield	**57,570**	**25,656**	**42,398**	**33,113**	**9,949**	**27,332**	**7,290**	**17,684**	**437**	**12%**
Tolland	106	40,000	104	56,778	2	22,301	0	—	0	0%
Wales	548	34,207	539	37,806	0	—	0	—	3	0%
Ware	3,794	29,425	3,723	33,224	0	—	41	12,815	33	1%
West Springfield	**11,461**	**32,194**	**10,968**	**38,395**	**211**	**21,860**	**334**	**23,315**	**223**	**6%**
Westfield	**13,812**	**33,498**	**13,477**	**39,153**	**114**	**26,784**	**471**	**22,661**	**343**	**9%**
Wilbraham	4,521	50,275	4,385	60,980	48	74,713	16	33,043	38	1%
Westhampton	438	44,423	438	51,461	0	—	0	—	0	0%

denotes city or town among the top ten places of residence of day division students enrolled at HCC in fall 1992

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HCC FALL ENROLLMENT BY ETHNICITY OVER A DECADE: 1982-1992

Number Enrolled by Ethnicity

ETHNICITY	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991*	1992*	82-92	% CHANGE
White	3,078	3,125	2,554	2,624	2,553	2,577	2,620	2,427	2,550	2,421	2,534	544	-18%
Black	61	56	59	81	91	82	75	87	96	90	114	53	87%
Hispanic	54	68	53	78	128	163	193	179	198	246	358	304	563%
Amer. Indian	0	0	17	14	9	8	8	7	29	92	98	98	476%
Asians	0	0	11	11	12	14	14	21	30	22	39	39	255%
Other	25	31	21	21	9	10	9	14	18	24	32	7	28%
Unknown	—	—	282	424	488	508	470	367	445	461	471	—	—
Total	3,218	3,280	2,997	3,253	3,297	3,362	3,389	3,102	3,366	3,356	3,646	428	13%
Total—Known	—	—	2,715	2,829	2,809	2,854	2,919	2,735	2,921	2,895	3,175	—	—

Percent Enrolled by Ethnicity

ETHNICITY	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991*	1992*	82-92
White	96	95	94	93	91	90	90	89	87	84	80	-16
Black	2	2	2	3	3	3	3	3	3	3	4	2
Hispanic	2	2	2	3	5	6	7	7	7	9	11	9
Amer. Ind.	0	0	1	<1	<1	<1	<1	<1	1	3	3	2
Asians	0	0	<1	<1	<1	<1	<1	1	1	1	1	1
Other	1	1	1	1	<1	<1	<1	1	1	1	1	0
Total—Known	100	100	100	100	100	100	100	100	100	100	100	100
Percent Minority	4	5	6	7	9	10	10	11	13	16	19	15

*Day plus Day through DCE
Source: Office of Institutional Research

TOTAL ALL STUDENT ENROLLMENT BY CURRICULUM
FIVE-YEAR COMPARISON

Curriculum	1992	1991	1990	1989	1988	Difference
Accounting	113	109	106	111	104	9
Arts & Sceince	1,677	1,509	1,280	906	910	767
Bank Certificate	0	0	0	1	11	-11
Bridge	25	32	26	22	22	3
Business Administration	250	279	299	290	354	-104
Business Education	0	0	0	1	2	-2
Business Studies	199	216	260	243	243	-44
Comp. Electronic Technology	0	0	0	2	3	-3
Comp. Information Systems	79	78	94	50	61	18
Comp. Lit. Certificate	0	3	0	0	0	0
Computer Science	**	**	3	10	16	-16
Dev. Disabilities Technology	0	0	1	1	2	-2
Dietetic Tech Certificate	0	0	0	0	1	-1
Dietetic Technology	0	0	1	4	24	-24
Early Childhood Education	154	154	275	277	261	-107
Electromechanical Tech	0	0	0	0	2	-2
Electronics Tech	3	1	25	31	30	-27
Engineering	97	88	85	92	80	17
English as a Second Language	253	176	110	119	130	-113
Environmental Science	78	62	46	35	25	53
Executive Office Admin.	68	38	50	56	73	-5
Graphic Design Certificate	4	2	14	17	13	-9
Hospitality Management	152	116	100	106	119	33
Law Enforcement	218	219	193	143	142	76
Legal Office Admin.	50	48	42	40	34	16
Liberal Studies	1	2	1	0	0	1
Medical Office Admin.	0	0	0	4	14	-14
Medical Records Technology	0	0	1	3	27	-27
Music	51	66	70	57	64	-13
Non-Matriculated	66	20	22	25	32	34
Nursing	125	113	123	117	123	2
Office Update Certificate	0	0	0	0	2	-2
Office Administration	1	0	0	0	0	1
Ophthalmic Tech Certificate	13	1	0	0	0	13
Ophthalmic Technology	0	0	24	0	0	0
Radiologic Technology	46	47	41	34	27	19
Retail Management	39	51	62	47	68	-29
Seniors Program	4	1	13	35	59	-55
Special (Non-Matriculated only)	0	0	0	0	32	-32
Veterinary and Animal Science	61	65	65	42	44	17
Visual Art	86	52	65	76	78	8
Women in Transition	115	89	100	74	111	4
Word Processing Certificate	11	16	5	4	11	0
TOTAL	3,646	3,356	3,366	3,102	3,389	257

**Computer Science program discontinued

FOLLOW-UP STATISTICS
CAREER PROGRAMS

CURRICULUM	TOTAL NO. OF GRADS	MOVED UNAVAIL-ABLE	DID NOT RESPOND TO SURVEY	NOT SEEKING EMPLOYMENT	TOTAL AVAIL. FOR PLACEMENT	TRANSFER	EMPLOYED IN FIELD	EMPLOYED OTHERWISE	TOTAL PLACED	PERCENT PLACED	UNEMPLOYED
Accounting	12	2	0	0	10	3	4	2	9	90%	1
Bus. Admin.	126	10	19	1	96	43	40	10	93	97%	3
CIS	17	1	1	0	15	4	6	2	12	80%	3
Comp. Elec. Tech	1	0	0	0	1	0	1	0	1	100%	0
Dietetic Tech	2	1	1	0	0	0	0	0	0	0%	0
Early Childhood	29	3	3	2	21	6	11	3	20	95%	1
Electronic Tech	11	0	2	0	9	0	4	3	7	78%	2
Env. Sci. Tech	4	0	1	0	3	1	2	0	3	100%	0
Exec. Off. Admin	22	2	5	0	15	0	9	4	13	87%	2
Hospitality Mgt	9	1	1	0	7	0	5	1	6	86%	1
Law Enforcement	35	3	5	0	27	11	11	5	27	100%	0
Legal Off. Admin.	7	1	1	0	5	2	2	0	4	80%	1
Med. Off. Admin.	3	0	2	0	1	0	1	0	1	100%	0
Med. Rec. Tech	6	1	0	0	5	0	3	0	3	60%	2
Nursing	45	6	5	0	34	1	33	0	34	100%	0
Rad. Tech	15	3	1	1	10	1	9	0	10	100%	0
Retail Mgt.	9	1	3	0	5	2	1	2	5	100%	0
Vet. & Anml Sci.	10	0	2	0	8	1	3	4	8	100%	0
Visual Art	15	0	2	0	13	10	1	2	13	100%	0
Word Pr. Cert.	3	0	0	1	2	1	1	0	2	100%	0
TOTAL CAREER	381	35	54	5	287	86	147	38	271	94%	16

FOLLOW-UP STATISTICS
TRANSFER PROGRAMS

CURRICULUM	TOTAL NO. OF GRADS	MOVED UNAVAIL-ABLE	DID NOT RESPOND TO SURVEY	NOT SEEKING EMPLOYMENT	TOTAL AVAIL. FOR PLACEMENT	TRANSFER	EMPLOYED	TOTAL PLACED	PERCENT PLACED	UNEMPLOYED
Arts & Science	204	23	36	0	145	110	32	142	98%	3
Business Studies	46	5	9	0	32	27	5	32	100%	0
Dietetic Tech	1	0	0	0	1	0	1	1	100%	0
Early Childhood	31	5	3	0	23	18	5	23	100%	0
Engineering	20	2	2	0	16	12	4	16	100%	0
Env. Sci. Tech	3	1	0	0	2	1	1	2	100%	0
Hospitality Mgt.	9	2	2	0	5	5	0	5	100%	0
Liberal Studies	1	0	0	0	1	1	0	1	100%	0
Music	8	2	1	0	5	4	1	5	100%	0
Vet & Anml Sci.	1	0	1	0	0	0	0	0	100%	0
TOTAL TRANSFER	324	40	54	0	230	178	49	227	98%	3
TOTAL CAREER	381	35	54	5	287	86	185	271	90%	16
GRAND TOTAL	705	75	108	5	517	264	234	498	96%	19

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